

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_



# TENNESSEE

**Tennessee Comprehensive Assessment Program**  
**Modified Academic Achievement Standards ~ Grade 8**  
**Item Sampler**  
**Version B**



# Table of Contents

<b>Introduction</b> .....	3
What is the TCAP Modified Academic Achievement Standards Test?.....	3
What are the questions testing? .....	3
Who is eligible to be tested? .....	3
How long will the tests take? .....	3
How do I use the sample questions?.....	3
How will the tests be scored?.....	4
May calculators be used?.....	4
Which test accommodations may be used? .....	4
Here are some tips for preparing students for the test.....	4
<b>Reading/Language Arts</b> .....	5
<b>Mathematics</b> .....	79
<b>Science</b> .....	95
<b>Social Studies</b> .....	123
<b>Answer Key</b> .....	171

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# Introduction

## What is the TCAP Modified Academic Achievement Standards Test?

The TCAP Modified Academic Achievement Standards Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The sample questions in this on-line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with and without art.

## What are the questions testing?

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

## Who is eligible to be tested?

1. Students with a disability who are on an active IEP are eligible to take the MAAS.
2. Eligible students may have a disability in any of the Federal disability categories.  
Note: The category Functionally Delayed is a State category, but a student cannot be excluded from participation in this assessment based on category of disability. A student whose disability is classified as Functionally Delayed is eligible to participate in this assessment if determined eligible by the IEP team, but the student will be considered a non-participant and his scores cannot be counted for AYP. **A student classified as Functionally Delayed taking the test would not count toward the 2% cap because he is considered a non-participant.**
3. It is the decision of the IEP team whether or not a student with a disability should be assessed with the MAAS.

## How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

## How do I use the sample questions?

These questions provide information about the TCAP Modified Academic Achievement Standards Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Modified Academic Achievement Standards Test.

In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this on-line Item Sampler.

### **How will the tests be scored?**

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

### **May calculators be used?**

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Modified Academic Achievement Standards Test (grades 3–8) as per system policy.

### **Which test accommodations may be used?**

The Modified Academic Achievement Standards Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for special and ELL accommodations.

### **Here are some tips for preparing students for the test.**

Remind students to:

**Relax:** It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

**Listen:** Listen to and read the test directions carefully.

**Plan Use of Time:** First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

**Pause and Think:** If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.



# Reading/Language Arts



**Directions** Kendall wrote this report. It contains mistakes. Read the report and answer Numbers 1 through 11.

(1) Like the rest of the Disney World theme parks, Disney's Animal Kingdom is about fun. (2) Disney's Animal Kingdom is about science too!

(3) Disney's Animal Kingdom theme park features animals from around the world. (4) The animals roam free across about 10,000 acres that had looked as much like their natural habitats as possible. (5) In fact, many of the animals lives are similar to the way they would live in the wild. (6) The park is a dream for animal scientists.

(7) Every day, scientists study the animals that live in Disney's Animal Kingdom. (8) Dr. Anne Savage is a biologist who studies these animals she manages many other projects as well. (9) Dr. Savage and a team of scientists work together to study the elephants of Disney's Animal Kingdom. (10) This is one of Dr. Savage's most important projects.

(11) Dr. Savage is studying the sounds that elephants make. (12) She hopes not only to match their actions with their sounds or to learn what the sounds mean. (13) Dr. Savage has already learned that elephants can use sound to locate and to warn other elephants. (14) She says that occasionally an elephant will make a sound that seems to signefy that other elephants could possibly approach. (15) At other times, an elephant sound seems to warn other elephants to stay away from danger.

(16) What scientists at Animal Kingdom learn about animals at the theme park can help other animals around the world. (17) For example, giraffes that live in Africa can benefit from the information scientists have learned while keeping the giraffes in Disney's Animal Kingdom healthy. (18) In many other countries, such as Uganda and Cameroon, Disney scientists with enthusiasm also contribute to animal studies.

*Go On ►*

(19) Dr. Savage finds that studying the animals at Disney’s Animal Kingdom is very rewarding. (20) Children who enjoy Disney World and animals might enjoy working there someday. (21) Future employees will have to study math, biology, and psychology. (22) This subjects will help employees develop important skills.

(23) The scientists who work at Disney’s Animal Kingdom enjoy sharing their discoveries with the public. (24) After all it is one of the most interesting places on Earth!

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.

**1** Read Sentences 21 and 22.

Future employees will have to study math, biology, and psychology.  
This subjects will help employees develop important skills.

**Choose the correct replacement for the underlined word.**

- A** That
- B** These
- C** correct as is

**2** Read Sentence 4.

The animals roam free across about 10,000 acres that had looked as much like their natural habitats as possible.

**Which is the correct way to write the underlined words?**

**F** looked

**G** looks

**H** look

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.

**3** Read Sentence 12.

She hopes not only to match their actions with their sounds or to learn what the sounds mean.

Which is the best way to revise the underlined word?

- A** nor
- B** and yet
- C** but also

**4 Read Sentence 18.**

In many other countries, such as Uganda and Cameroon, Disney scientists with enthusiasm also contribute to animal studies.

**Which sentence shows the correct usage of prepositional phrases?**

- F** Disney scientists also contribute to animal studies with enthusiasm, such as Uganda and Cameroon, in many other countries.
- G** Disney scientists also contribute with enthusiasm to animal studies in many other countries, such as Uganda and Cameroon.
- H** Disney scientists in many other countries also contribute to animal studies, such as Uganda and Cameroon, with enthusiasm.

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

**5** Read Sentence 24.

After all it is one of the most interesting places on Earth!

**Which sentence contains correct comma usage?**

- A** After all it is one of the most interesting places, on Earth!
- B** After all it is, one of the most interesting places on Earth!
- C** After all, it is one of the most interesting places on Earth!

**6** Read Sentences 9 and 10.

Dr. Savage and a team of scientists work together to study the elephants of Disney's Animal Kingdom. This is one of Dr. Savage's most important projects.

Which is the best way to combine these sentences?

- F** Studying the elephants of Disney's Animal Kingdom is one of the most important projects for Dr. Savage, and a team of scientists working together.
- G** For one of her most important projects, Dr. Savage and a team of scientists work together to study the elephants of Disney's Animal Kingdom.
- H** Dr. Savage and a team of scientists work together on one of her most important projects; so they are studying the elephants of Disney's Animal Kingdom.

*Go On ►*



**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).

**7** Read Sentence 8.

Dr. Anne Savage is a biologist who studies these animals she manages many other projects as well.

**Choose the correct way to repair this run-on sentence.**

- A** Dr. Anne Savage is a biologist who studies these animals. While she manages many other projects as well.
- B** Dr. Anne Savage is a biologist who studies these animals; she manages many other projects as well.
- C** Dr. Anne Savage is a biologist who studies these animals, or she manages many other projects as well.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.9 Identify the appropriate use of gerund and participial phrases.

**8** Read Sentence 17.

For example, giraffes that live in Africa can benefit from the information scientists have learned while keeping the giraffes in Disney's Animal Kingdom healthy.

**Which revision of the underlined part of the sentence correctly uses a participial phrase?**

- F** giraffes living in Africa can benefit
- G** giraffes have been living in Africa to benefit
- H** giraffes that are living in Africa should benefit

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.12 Identify correctly or incorrectly spelled words in context.

**9** Read Sentence 14.

She says that occasionally an elephant will make a sound that seems to signefy that other elephants could possibly approach.

**Which word in this sentence is misspelled?**

- A** occasionally
- B** signefy
- C** approach

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.13 Form singular and plural possessive using apostrophes correctly.

**10** Read Sentence 5.

In fact, many of the animals lives are similar to the way they would live in the wild.

**Choose the correct way to write the underlined words.**

- F** animals's lives
- G** animal's life
- H** animals' lives

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.10 Select an appropriate title that reflects the topic of a written selection.

**11** Which is the best title for the report?

- A** Careers at Animal Kingdom
- B** One Great Place: Animal Kingdom
- C** Science Is Fun at Animal Kingdom

**Directions**

William wrote this report. It contains mistakes. Read the report and answer Numbers 12 through 24.

## Keeping a Secret!

- 1 Secrecy was important to both American and British soldiers during the American Revolution. Both groups used secret messages to communicate. Secrecy was important for everyone involved.
- 2 Secret messages often included orders for a person or group of soldiers. Some messages warned about the enemy's plans. Other messages told where enemy troops were hiding. Each side wanted to have an advantage over the other side. During the war, both sides found clever ways to hide their words and secrets.
- 3 One American method involved invisible ink. People would write what looked like normal letters. Then, they would write secret messages on the letters using invisible ink. This ink was often lemon juice. The juice would dry and could not be seen. If enemy soldiers found the letters, they would not notice anything unusual. The people who received the letters knew they contained secret messages. They held the letters over a candle. The heat reacted with the acid in the lemon juice and darkened the writing. Then, the secret messages could be read. George Washington used this process. Soon it became a common practice.
- 4 The British had another way of sending secrets in ordinary letters. Sir Henry Clinton was a British cryptographer. People have always tried to find ways to fool their enemies. A cryptographer is a person who invents codes to keep secrets. Clinton put secret messages in letters using a mask system.
- 5 Clinton wrote a letter that looked ordinary and sent it. Then, he sent a sheet of paper with holes cut in certain places. This second piece of paper was called the mask. The mask was placed on top of the letter. Then, the words of the secret message could be read. The remaining words were hidden by the mask.

*Go On ►*

- 6 British soldiers used this method to send information secretly to one another. Letters and masks were delivered separately, preventing enemies from discovering secret messages.
- 7 Secret messages helped both the Americans and the British. However, people may never understand the importance of these messages. After all, they were meant to be kept secret!

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).

**12** The author's purpose for writing this report is to

- F** entertain readers with a story about the secrets of British spies.
- G** explain to readers why Americans wrote secret letters to soldiers.
- H** inform readers about secret messages during the American Revolution.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.2 Identify the targeted audience for a selected passage.

**13** This report would most likely be interesting to

- A** a professor who teaches British history.
- B** a student researching the American Revolution.
- C** a person studying the presidency of George Washington.

**Reporting Category:**

**3 Writing and Research**

**Performance Indicator:**

**0801.3.3 Select an appropriate thesis statement for a writing sample.**

**14** Choose the thesis statement from the report.

- F** Secret messages often included orders for a person or group of soldiers.
- G** During the war, both sides found clever ways to hide their words and secrets.
- H** Then, they would write secret messages on the letters using invisible ink.

**Reporting Category:**

**3 Writing and Research**

**Performance Indicator:**

**0801.3.5 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

**15** Read these sentences from Paragraph 3.

If enemy soldiers found the letters, they would not notice anything unusual. \_\_\_\_\_, the people who received the letters knew they contained secret messages.

**Choose the transition that fills in the blank.**

- A** However
- B** Consequently
- C** In addition

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

**16** Choose the sentence that best supports the ideas in Paragraph 2.

- F** In the 1770s, writing secret messages was a very original idea.
- G** During this time, people often wrote friendly letters with secret messages.
- H** Finding the secret message was critical to helping people during the war.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.7 Identify sentences irrelevant to a paragraph's theme or flow.

**17** Choose the sentence from Paragraph 4 that is off topic.

- A** Sir Henry Clinton was a British cryptographer.
- B** People have always tried to find ways to fool their enemies.
- C** Clinton put secret messages in letters using a mask system.



**Reporting Category:**

**3 Writing and Research**

**Performance Indicator:**

**0801.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.**

**18** Read this sentence from Paragraph 7.

Secret messages helped both the Americans and the British.

Choose the best way to make the sentence stronger and more vivid.

- F** The Americans and the British found secret messages to be helpful.
- G** The use of secret messages was as good for the American soldiers as it was for the British soldiers.
- H** The careful use of secret messages greatly benefited both the Americans and the British.

**Reporting Category:**

**3 Writing and Research**

**Performance Indicator:**

**0801.3.9 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.**

**19** Choose the drawing that would best support an idea in this report.

- A** a troop of soldiers writing secret messages
- B** a hidden message shown through a mask
- C** a special place to hide a letter

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.11 Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.

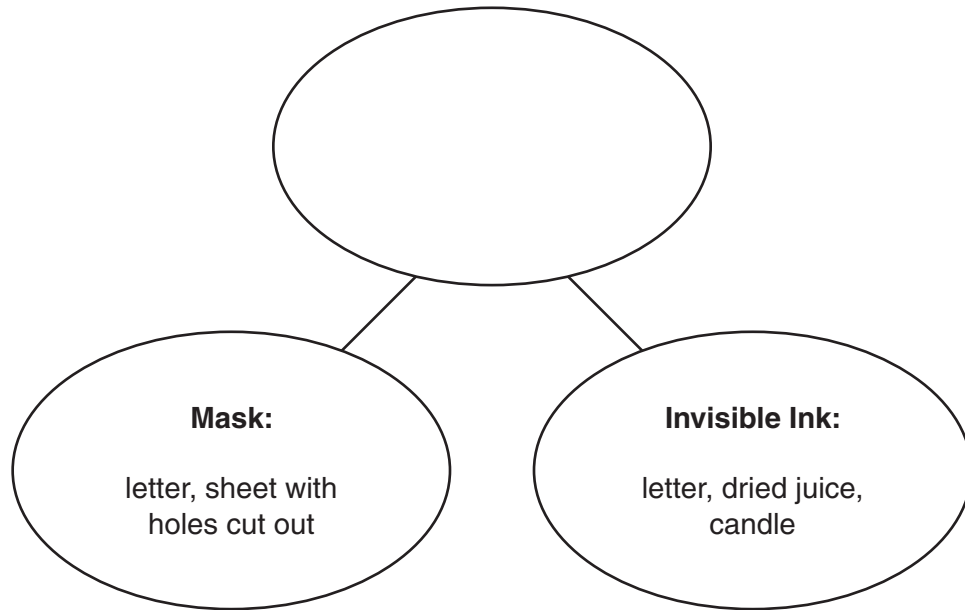
**20** This report is best described as

**F** descriptive and persuasive.

**G** technical and narrative.

**H** descriptive and technical.

**21** William created this web based on his report.



Choose the best topic for the empty oval.

- A** Uses for Secret Messages
- B** Secret Messages for Enemy Soldiers
- C** Types of Secret Messages

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.4.1 Select the most focused research topic.

**22** William is planning to write another report about secrecy during WWI. Choose the most focused research topic.

- F** hidden codes in radio communications during WWI
- G** mysterious happenings throughout WWI
- H** recently reported events of WWI

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.4.5 Discern irrelevant research material from written text.

**23** Read these notes William wrote about Sir Henry Clinton.

**Sir Henry Clinton**

- I. Hid codes in letters
- II. Used the mask system
- III. Had some interesting characteristics

Choose the note that should be deleted.

- A** I
- B** II
- C** III

**24**

William is presenting a report on invisible ink to his science class. Choose the best visual aid for his presentation.

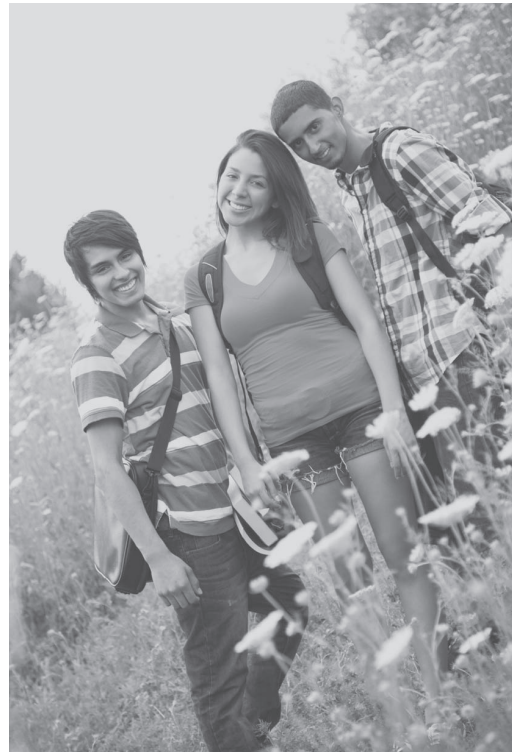
- F** a video showing how to write and then read a secret message
- G** a virtual museum tour that shows old secret messages written with invisible ink
- H** a portrait of a famous person who used invisible ink in secret messages

*Go On ►*

**Directions** Read this speech. Then answer Numbers 25 through 34.

## Get FIT!

- 1 My name is Carly Blake. I'm an eighth grader here at Hauser Middle School. Many of you have seen my friends and me running laps around the track after school or riding our bikes through town. I try to live a healthful lifestyle, and I know many of you agree that it is important to stay active. For this reason, I started a new afterschool club called FIT. FIT stands for "Fitness Is Terrific." If you want to get in shape or stay in shape, FIT is the perfect club for you.
- 2 Many students stay healthy by playing organized sports. However, some students do not have time to devote to team sports because the practices and games conflict with their other responsibilities. Other students may play a sport for part of the year but have no way to remain active once the season ends. Whatever your situation, FIT can help everyone stay healthy in a way that is interesting and fun.
- 3 Our club meets on Saturdays at 8:30 A.M. FIT members participate in a variety of fun activities — everything from hiking to biking to swimming to yoga. Club members make suggestions about which activities the group will do, and then we all vote on the activities we want to try. Each week is different, so there is always something new to experience. One week, we may exercise in the gym or do strength training at the football field. The next week, Mr. Kim, our advisor, may take us to a bike trail. Currently, we are planning trips to the Hauser Community Pool and Culver Lake.
- 4 Last month, we hiked through a state park. The trails at Briley State Park were amazing. We did not hike all 80 miles of the trails, of course, but I wish we could have. Hiking is nothing like walking around the neighborhood or on a sidewalk. As we hiked, we watched for



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rocks, roots, and other objects obstructing the trails. However, we saw waterfalls, enormous rock formations made from sandstone, and more wildflowers than I had ever seen in my life. It was great to exercise in such a beautiful place.

- 5 Last week, we did something very different from hiking. We tried Zumba for the first time. Zumba is similar to aerobic dancing, except the dance moves are simpler and put to international music. An instructor from the community center volunteered to teach us because she read about FIT in the school district's newsletter. She worked with us, both as a group and individually, to help us master the steps. Zumba was easy to learn. By the end of the lesson, she had us stomping to Latin American rhythms most of us had been unfamiliar with before. She also taught us about the importance of drinking plenty of water during exercise. We had so much fun that she agreed to return in a couple of months.
- 6 FIT makes exercise fun, and exercise is good for your mind and body. Exercise helps strengthen your heart and lungs, which must work harder when your body is in motion. Exercise also helps your body deliver more oxygen to your tissues, thereby increasing your overall energy. In addition, regular exercise can help you sleep better. Waking up refreshed can help you feel more alert at school. Exercise can even improve your mood! If you've had a bad day, just thirty minutes of exercise can make you feel more relaxed.
- 7 No matter what the activity, FIT members are maintaining their health. Yes, you may feel sore after an afternoon on the bike trail or a Zumba lesson. However, exercise is one of the best things you can do for yourself. So what are you waiting for? Join us on Saturday mornings! It's time to get FIT!

*Go On ►*



**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0801.1.19 Recognize and use grade appropriate and/or content specific vocabulary.

**25** Read this sentence from Paragraph 5.

She worked with us, both as a group and individually, to help us master the steps.

**The underlined word in the sentence means**

- A** little by little.
- B** one at a time.
- C** in a hurry.

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

**26** What is the purpose of Carly's speech?

- F** to explain to people what fitness means
- G** to entertain people with her experiences
- H** to persuade people to join a club

**Reporting Category:**

**4 Communication and Media**

**Performance Indicator:**

**0801.2.2 Identify the targeted audience of a speech.**

**27** Who is the intended audience for Carly's speech?

- A** students at her school
- B** young people everywhere
- C** parents, teachers, and students

**Reporting Category:**

**4 Communication and Media**

**Performance Indicator:**

**0801.2.3 Identify the thesis and main points of a speech.**

**28** Which sentence from the speech is its thesis statement?

- F** For this reason, I started a new afterschool club called FIT.
- G** Whatever your situation, FIT can help everyone stay healthy in a way that is interesting and fun.
- H** No matter what the activity, FIT members are maintaining their health.

*Go On ►*

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.4 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

**29** What can Carly do to keep her audience's attention during her speech?

- A** speak as quickly as she can
- B** invite other people to make comments
- C** make eye contact with people as she talks

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.6 Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

**30** What is the organizational structure of Paragraphs 4 and 5?

- F** chronological
- G** cause-effect
- H** problem-solution

**Reporting Category:**

**4 Communication and Media**

**Performance Indicator:**

**0801.2.9 Distinguish between a summary and a critique.**

**31** Choose the critique of Carly's speech.

- A** Carly Blake has started a club called FIT, short for "Fitness Is Terrific," at Hauser Middle School. Club members exercise in a different way each week.
- B** I think Hauser Middle School needs a club like FIT, the new club started by Carly Blake. It is a good idea to help students focus on their health, stay fit, and have fun.
- C** Because Carly Blake believes that exercise is good for people, she has started a new club called FIT. Members do activities such as hiking, biking, swimming, and Zumba.

**Reporting Category:**

**3 Writing and Research**

**Performance Indicator:**

**0801.4.3 Determine the most appropriate research source for a given research topic.**

**32** Which source would be best for Carly to use to learn about popular fitness equipment?

- F** an exercise magazine
- G** a book about running
- H** a schedule of classes at a gym

*Go On ►*

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.2 Evaluate text for fact or opinion.

**33** Which sentence from Carly’s speech is an opinion?

- A** FIT stands for “Fitness Is Terrific.”
- B** Our club meets on Saturdays at 8:30 A.M.
- C** The trails at Briley State Park were amazing.

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal).

**34** Read Paragraph 7.

No matter what the activity, FIT members are maintaining their health. Yes, you may feel sore after an afternoon on the bike trail or a Zumba lesson. However, exercise is one of the best things you can do for yourself. So what are you waiting for? Join us on Saturday mornings! It’s time to get FIT!

**Which persuasive device does Carly use in this paragraph?**

- F** bandwagon
- G** name-calling
- H** testimonial

**Directions** Read the passage. Then answer Numbers 35 through 45.

## Queen Bess

- 1 Bessie Coleman was the first African American woman to earn a pilot's license. Many years ago, African Americans and women were not allowed to fly planes, so Bessie had to work hard to accomplish her goal.
- 2 Bessie was born on January 26, 1892. Her father was Native American, and her mother was African American. Bessie was the tenth of thirteen children. When she was a child, her father moved to a Native American reservation in Oklahoma. Her mother, however, decided to live in Texas. Bessie and some of her sisters stayed with their mother. The sisters helped the family by picking cotton and doing laundry for other families.
- 3 Bessie's academic and career opportunities were few, but she was intelligent and ambitious. To earn a high school diploma, she taught herself. To pursue a career, she studied at a beauty school. Bessie knew no obstacles.
- 4 In 1915, Bessie moved to Chicago to live with two of her older brothers. One of her brothers had just returned from Europe, where he had served as a soldier in World War I. He told Bessie about the freedoms women had in France, including becoming pilots. Flight schools in the United States did not accept women at the time, and Bessie wanted the same opportunities as French women. Though she applied to flight schools throughout the United States, none would accept her. A challenge presented itself to Bessie.
- 5 Inspiration to overcome that challenge came from Robert Abbott. He published a newspaper in Chicago for African Americans. Abbott suggested that Bessie save her money and move to France, where she could attend flight school. Bessie took French lessons at night and found a job that paid her more money. In less than five years, she had enough money to move to Europe and enroll in a French flight school.

*Go On ►*

6 Bessie eventually became the first African American woman with a pilot's license. When she returned to the United States, she expected to earn her living by flying planes. Bessie wanted to open a flight school and teach other African Americans to be pilots.

7 In the 1920s, though, commercial airlines and airports were few. Planes were used by the military but not to carry passengers; people mostly traveled by train across the United States. Bessie discovered that she could work as a pilot only in a flying circus. This type of air show was a popular form of entertainment. Her first air show was in 1922 in Garden City, New York. She excelled as a flying ace.

8 Bessie became famous for her daring flights. Her fans called her "Queen Bess." Flying for a circus was dangerous, however. In 1923, she had a flying accident in Los Angeles, and it was more than a year before Bessie could fly again. By June 1925, she was back in the air — thrilling thousands of people in Houston, Texas. Tragically, her brilliant career ended with another accident in 1926.

9 Bessie has not been forgotten. Throughout the years, she has received many honors. The Bessie Coleman Aviators Club in Chicago was named after her. A road at Chicago's O'Hare Airport was named Bessie Coleman Drive. The United States Postal Service issued a stamp to honor her accomplishments, and her name is in the National Aviation Hall of Fame.

10 Bessie's thoughts about life were simple. She said, "I refused to take no for an answer." By doing so, Bessie secured her place in American history. She serves as a role model to many who have followed her example — with great effort comes great accomplishment.



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This photograph of Bessie Coleman appeared on her Federation Aeronautique Internationale (FAI) pilot's license from France. She was the first African American — male or female — to receive a license from FAI.



**Reporting Category: 2 Vocabulary**

**Performance Indicator:** 0801.1.20 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, verbatim).

**35** As Bessie departed for her trip to Paris, her brother most likely said to her,

- A** “*Bon voyage!*”
- B** “*Du jour!*”
- C** “*Déjà vu!*”

**Reporting Category: 3 Writing and Research**

**Performance Indicator:** 0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).

**36** Choose the most reliable resource for information about the types of stunts Bessie performed in a flying circus.

- F** a magazine article about early aerial pilots and their stunts
- G** a popular tabloid story about a famous stunt-pilot performance
- H** a website explaining how people do airplane stunts in movies

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies, informational texts).

**37** Darius is preparing a report about the Bessie Coleman Aviators Club. Which of these is a primary source?

- A** a recent Chicago newspaper article about the club
- B** a journal entry written by a member of the club
- C** a flight manual used by a club member

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.3 Analyze cause-effect relationships in text.

**38** Why did Bessie attend flight school in France rather than the United States?

- F** Flight schools in France gave the best instruction to students.
- G** Flight schools in the United States accepted only male students.
- H** Flight schools in France were much more affordable.

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.9 Make inferences and draw conclusions based on evidence in text.

**39** Which sentence from the passage indicates that Bessie liked to be well prepared to meet her goals?

- A** Bessie's academic and career opportunities were few, but she was intelligent and ambitious.
- B** Bessie took French lessons at night and found a job that paid her more money.
- C** Bessie discovered that she could work as a pilot only in a flying circus.

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.2 Identify the main idea and supporting details in text.

**40** The details in Paragraph 5 best support the idea that Bessie was

- F** motivated.
- G** privileged.
- H** courageous.

*Go On ►*

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

**41** The caption under the photograph in the passage helps the reader understand

- A** how Bessie was able to achieve her goals.
- B** why Bessie felt she needed to go to France.
- C** how important Bessie's accomplishments were.

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.6 Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).

**42** The organizational structure of Paragraphs 2 through 8 can best be described as

- F** cause-effect.
- G** comparison-contrast.
- H** chronological.

**Reporting Category:**

**4 Communication and Media**

**Performance Indicator:**

**0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a presentation.**

**43** Rachel is presenting a report about Bessie Coleman for Black History Month. Which visual image would be best for her to use during the presentation?

- A** a list of the places Bessie Coleman performed
- B** a photograph of Bessie Coleman beside her plane
- C** a three-dimensional model of an airplane Bessie Coleman flew

**Reporting Category:**

**4 Communication and Media**

**Performance Indicator:**

**0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).**

**44** What is the most likely purpose of a video showing a series of daring stunts performed in a famous flying circus?

- F** to entertain viewers with a flight exhibition by skilled pilots
- G** to describe for viewers how the pilots plan their flights
- H** to inform viewers which pilot has the most advanced flying skills

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.14 Identify the author's purpose for writing.

**45** The author wrote "Queen Bess" most likely to

- A** inform readers about a woman who overcame challenges in the 1920s.
- B** describe how difficult life was for women in the 1920s.
- C** provide facts about transportation in the 1920s.

**Directions**

Read this story. Then answer Numbers 46 through 53.

## Not Everything That Counts

1 For the past week, James had been busily working on a painting of a Spanish courtyard. He was trying to replicate the photograph displayed behind Mr. Edgar's desk. Mr. Edgar had often spoken to James's class about an experience he enjoyed while in his early twenties. Mr. Edgar would spend hours painting in that courtyard. That was before he became an art teacher.



2 Shortly before the dismissal bell rang, Mr. Edgar made an announcement. "The deadline to submit your entries for the art competition is tomorrow. Please line up your canvases over here, and I'll deliver them."

3 James's classmates rushed to move their canvases across the room. James, however, did not move. He needed more time.

4 James wanted to win the competition, especially after winning the previous year. However, he hadn't even started painting the vivid details from the photograph. James wanted to give the painting to Mr. Edgar. His art teacher had always inspired him to perfect his talent.

5 Later, James arrived early to the science lab. Mrs. Damon glanced up and greeted James immediately. "Are you ready for our field trip?" she inquired.

6 When James didn't respond, Mrs. Damon asked, "James, is something bothering you?"

7 "The art competition deadline is today, but my painting is incomplete. Mr. Edgar retires next month, and I want to give him a gift. Everybody thinks my painting is great, but I want it to be perfect for Mr. Edgar."

*Go On ►*

- 8 Mrs. Damon pointed toward the framed quotation from Albert Einstein that was hanging on the wall. “Not everything that counts can be counted, and not everything that can be counted counts.”
- 9 “You have to decide what matters most,” Mrs. Damon said. “Only then can you make a sound decision about how to solve your problem.”
- 10 At that moment, the bell rang. Suddenly, the room was filled with students impatiently waiting for the field trip.
- 11 Throughout the bus ride, James thought about his dilemma. “What should I do? Should I do my best to win the competition? Or should I create a painting great enough for Mr. Edgar? What’s more important?”
- 12 When the bus got to the park, the students stepped off the bus and looked around. Mrs. Damon spotted an agave cactus with a single thin stalk that towered fifteen feet high. A lone white flower sat on top of the stalk.
- 13 Mrs. Damon asked, “What do you think matters for the agave cactus?” When there was no response from the class, Mrs. Damon took a different approach. “Let’s think about the butterfly weed for a second. The flowers on this plant bloom annually and provide nectar for butterflies. With that in mind, what do you think matters most for the agave and the butterfly weed?”
- 14 Suddenly, the answer to James’s problem seemed clear. He answered Mrs. Damon’s question aloud. “The cactus has to wait for the only flower it will ever have. But the butterfly weed has to keep producing its flowers because butterflies depend on them. So what matters most to each plant is different.”
- 15 Mrs. Damon smiled. “Very good observation. Now have you decided what matters most for you, James?”
- 16 The next morning, James arrived at school a few minutes early to wait for Mr. Edgar. James quickly greeted him as he approached the door to the art classroom. “Mr. Edgar, I must withdraw my painting from the competition.”
- 17 Mr. Edgar nodded. “Certainly, James. I won’t ask your reason, but you know it’s a wonderful painting, don’t you? You have a good chance of winning.”
- 18 “Yes, sir,” James replied, beaming because he knew what Mr. Edgar didn’t know. “But sometimes not everything that counts *can* be counted.”



**46** Read these sentences from Paragraph 1.

For the past week, James had been busily working on a painting of a Spanish courtyard. He was trying to replicate the photograph displayed behind Mr. Edgar's desk.

What is the meaning of the underlined word in the second sentence?

- F** contribute to
- G** improve upon
- H** make a copy of

**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0801.1.17 Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.

**47** Read Paragraph 9 of the story.

“You have to decide what matters most,” Mrs. Damon said. “Only then can you make a sound decision about how to solve your problem.”

Which synonym for sound is used in the paragraph?

- A** flawless
- B** healthy
- C** reasonable

**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0801.1.18 Recognize the effect of stressed or unstressed syllable to aid in identifying the meaning of multiple meaning words.

**48** Read this sentence from Paragraph 4.

His art teacher had always inspired him to perfect his talent.

Choose the sentence that uses perfect in the same way.

- F** Darrell found that with hard work and creativity, he had created the perfect presentation.
- G** Sasha knows she will perfect her basketball skills with practice.
- H** The funny song Rhonesha wrote for Enrique was the perfect gift.

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.1 Recognize a reasonable prediction of future events of a given text.

**49** If the story were to continue, what would most likely happen next?

- A** James would paint a new picture for Mr. Edgar.
- B** James would win the art competition for Mr. Edgar.
- C** James would finish the painting for Mr. Edgar.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.

**50** Read this excerpt from Paragraph 14.

Suddenly, the answer to James’s problem seemed clear. He answered Mrs. Damon’s question aloud. “The cactus has to wait for the only flower it will ever have. But the butterfly weed has to keep producing its flowers because butterflies depend on them.”

**Which plot element occurs in the excerpt?**

- F** rising action
- G** climax
- H** resolution

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.3 Determine how a story changes if the point of view is changed.

**51** How would the story be different if it were written from Mr. Edgar's point of view?

- A** The reader would be able to predict the ending more easily.
- B** The reader would not know Mr. Edgar's opinion of the courtyard painting.
- C** The reader would not understand James's reasons for withdrawing from the contest.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.10 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).

**52** What is the main conflict James experiences in the story?

- F** person vs. person
- G** person vs. self
- H** person vs. environment

**53** Which statement identifies James's dilemma?

- A** James must choose between impressing other students or painting a realistic scene.
- B** James must choose between finishing his painting or going on the field trip.
- C** James must choose between pleasing himself or pleasing his favorite teacher.

*Go On ►*

**Directions** Read the drama. Then answer Numbers 54 through 61.

## The Right One for the Job

### CHARACTERS:

ANGELA, student council president

EMILY, student council member

CURTIS, student council member

DELVIN, student council member

MITCH, student council member

### SCENE 1

(Setting: A classroom. ANGELA stands in front of the seated student council members.)

ANGELA: The purpose of this student council meeting is to provide updates about our assignments for the Fall Book Fair. Emily, will the books be delivered early enough so we can arrange them in displays?

EMILY: (Almost whispering.) Well, I . . . I left a message for our book consultant last Friday.

ANGELA: A week ago? Did you try calling her this week?

EMILY: Yes, but I didn't want to annoy her by leaving messages repeatedly.

ANGELA: Please call her again, and remember you're also responsible for scheduling volunteers to work various shifts at the book fair.

(EMILY looks down and says nothing.)

ANGELA: Curtis, you were in charge of finding an available location for the book fair.

(CURTIS is drawing and does not look up.)

ANGELA: (Loudly.) Curtis! (CURTIS jumps out of his seat.) Did you find a place to have the book fair?

**CURTIS:** Sorry. I asked Mrs. Weens if we could reserve the library, but she said new audio-visual equipment is being delivered, so the library is not an option.

**ANGELA:** Well, did you try to get permission to use the cafeteria as an alternate site?

**CURTIS:** (Drawing again.) That didn't occur to me.

**ANGELA:** This is not good! This event is right around the corner! Delvin, how are the fliers and decorations progressing?

**DELVIN:** (Holding up a childish-looking drawing.) Great! Take a look.

**CURTIS:** Seriously?

(CURTIS holds up the drawing he has been working on — a complex jungle scene with monkeys and tigers.)

**MITCH:** Angela, you should put Curtis in charge of decorating!

**ANGELA:** But that wouldn't be fair since Delvin is in charge of decorating and advertising.

**EMILY:** I would rather have a different job, too, because I don't like to be so pushy.

**DELVIN:** Well, I like talking with people a whole lot more than drawing, and I wouldn't mind if Curtis created all the decorations.

**CURTIS:** Fine, I'll create the decorations, and Delvin can take over Emily's assignment of contacting the book consultant and coordinating volunteers for the book fair.

**DELVIN:** No problem, I'm outgoing, and I have a lot of friends. I am certain that I can persuade them to donate their time. But what will you do, Emily?

**EMILY:** I can organize snacks and drinks on the day of the book fair.

**ANGELA:** All right. What was your task again, Mitch?

*Go On ►*

**MITCH:** I am supposed to help organize things. We still don't have a location for the book fair. I'll work on that!

**ANGELA:** (Looking around at student council members.) Well, I'm glad we found the right person for each job! Let's meet again next Tuesday to see how the job switch worked out; I'm sure we will have made major progress.

**ALL:** Right!

**CURTAIN**

<b>Reporting Category:</b>	<b>5 Logic</b>
<b>Performance Indicator:</b>	<b>0801.5.1 Recognize a reasonable prediction of future events of a given text.</b>

- 54

The next time the student council organizes a school event, Angela will most likely
- F

require all members to help one another with their tasks.
- G

ask all members what task they would feel most comfortable doing.
- H

tell a teacher that the members are not completing their assigned tasks.



**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.3 Analyze cause-effect relationships in text.

**55** Why does Mitch suggest that Curtis create the decorations?

- A** Mitch is impressed with the drawing that Curtis did.
- B** Mitch is upset that Delvin still needs to finish his assignment.
- C** Mitch wants to work on the decorations with Curtis.

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.5 Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.

**56** Complete this analogy based on the drama.

Persuade is to encourage as donate is to \_\_\_\_\_.

- F** give
- G** work
- H** help

*Go On ►*

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0801.6.1 Formulate appropriate questions before, during, and after reading.

**57** Which question is not answered in the drama?

- A** Why is the student council unable to hold the book fair in the library?
- B** What makes Delvin a good choice for calling the book consultant?
- C** How will the money earned at the book fair help the student council?

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.

**58** Which event from the drama takes place during the rising action?

- F** Mitch says he will help look for a location for the book fair.
- G** Emily says she left a message for the book consultant.
- H** Angela says the student council will meet on Tuesday.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

**59** Which characteristic does this drama share with a novel?

- A** It contains an important moral.
- B** It includes real people and events.
- C** It has characters and dialogue.

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).

**60** Read this excerpt from the drama.

**ANGELA:** Curtis, you were in charge of finding an available location for the book fair.

(CURTIS is drawing and does not look up.)

**ANGELA:** (Loudly.) Curtis! (CURTIS jumps out of his seat.) Did you find a place to have the book fair?

**Which effect does this excerpt have on the drama?**

- F** It foreshadows that Curtis will be put in charge of decorating.
- G** It symbolizes the importance of the book fair.
- H** It creates a flashback to explain events in the drama.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.14 Identify the author's purpose for writing.

**61** The main purpose of this drama is to

- A** persuade readers to hold a book fair at their school.
- B** entertain readers with a story about student council members.
- C** explain to readers the challenges of working as a group.

**Directions**

Read the passage and the poem. Then answer Numbers 62 through 72.

## Mother Hen

1 When Peter visited his grandparents' farm, he often felt like he was in a foreign country. Today was one of those times. Grandpa had been explaining how to release the dairy cattle into the pasture now that spring had finally arrived. He handed Peter a roll of orange plastic tape and began giving instructions: "Tie these flags on the fences every twenty feet or so. The cows won't even see the fences without these flags. The cows are so *vivace* in the spring!"

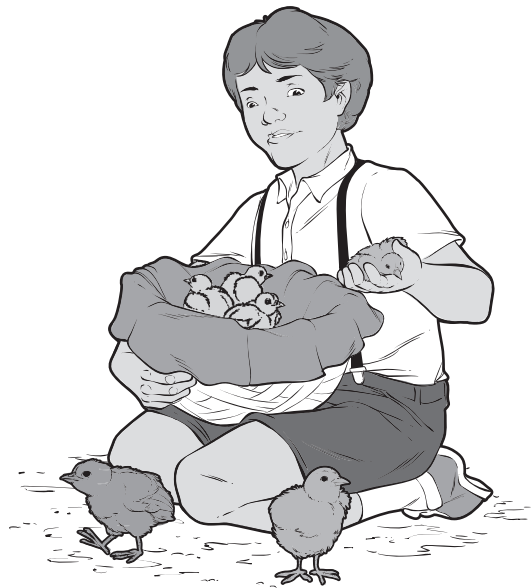
2 Grandpa had pronounced the word vee-VAH-chay. Peter wondered what that word meant.

3 Three days ago, Peter struggled with transferring the chicks from their pen to the barnyard. When Peter became irritated with the chicks' refusal to move, Grandpa chuckled and said something else in Italian. When Peter looked confused, Grandpa translated.

4 Grandpa smiled and explained, "I said, 'Each bird believes its own nest is beautiful.' When I was your age, I took care of the baby chicks too. One cold night I discovered that the lights that kept them warm had stopped working, so I picked up a very deep, old basket and two blankets. I used one blanket to line the basket and the other to cover the chicks to keep them warm. The basket provided a cozy, secure nest, and the chicks could not escape."

5 "Did it work?" Peter asked.

6 "Oh yes, it worked eventually, but at first, those chicks were like these chicks. They preferred to stay in their old, cold nest. Then, I thought, 'A mother hen does not chase her chicks — they come to her for warmth.' I held my hand out and waited for the chicks to come to me; I had to learn patience. When the chicks finally approached, I scooped them up, put them in the basket, and brought them into the kitchen where they finally got warm and calmed down."



**Go On ►**

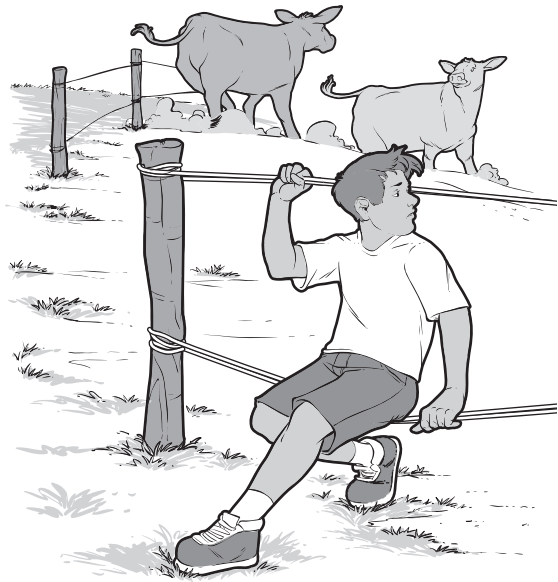
7 Later, as Peter strode purposefully along the fence with the orange tape, he thought of Grandpa's story. Every twenty feet, he tore off a half foot of tape and tied it to the wire fence.

8 Before long, Peter opened the gate to the pasture, and most of the cattle ambled through it. Some of the cattle, though, headed directly toward the wire fence. The cows were lively, frisky, and wild. *Vivace!* Now Peter understood what the word meant. Peter watched in amazement; where he had put up the orange flags, the cows moved away from the fence.

9 Suddenly, three cows ran quickly toward the fence where flags had yet to be placed and ran right through it, snapping the wire fence as if it were a mere thread.

10 Peter needed a plan. Unfortunately, Grandpa was too far away to help, and Peter knew that he could not corral the cows back through the fence alone. If only he had a cell phone, then he could call Grandpa for advice. Peter remembered the story about the chicks. Grandpa had said, "A mother hen does not chase her chicks — they come to her for warmth." Instead of chasing the cows, Peter decided to wait like a mother hen and let the "chicks" approach him.

11 "C'mon," Peter coaxed gently. Then, he climbed onto the fence and waited, trying to be patient. Finally, the three cows came closer. Peter thought about moving behind them so they could not escape, but he remained still. The cows wanted to be in the pasture as much as he wanted them to be there. 'This pasture is the better nest because it has more grass,' he said, and he continued to wait.



12 For a while, the escaped cows circled the gap in the fence like water circling a drain. Eventually, the three cows strolled back through the gap and settled down to graze with the other cows.

13 It took Peter half an hour to fix the fence as well as he could. Then, he headed back to the barn to enlist Grandpa's help. When he arrived there, Grandpa greeted him.

14 "How were the cows?" Grandpa asked.

15 There was only one word to describe the cows. Peter grinned and said, "Vivace, Grandpa. Definitely *vivace*."

*Go On* ►

## A China Teacup My Grandmother Gave Me

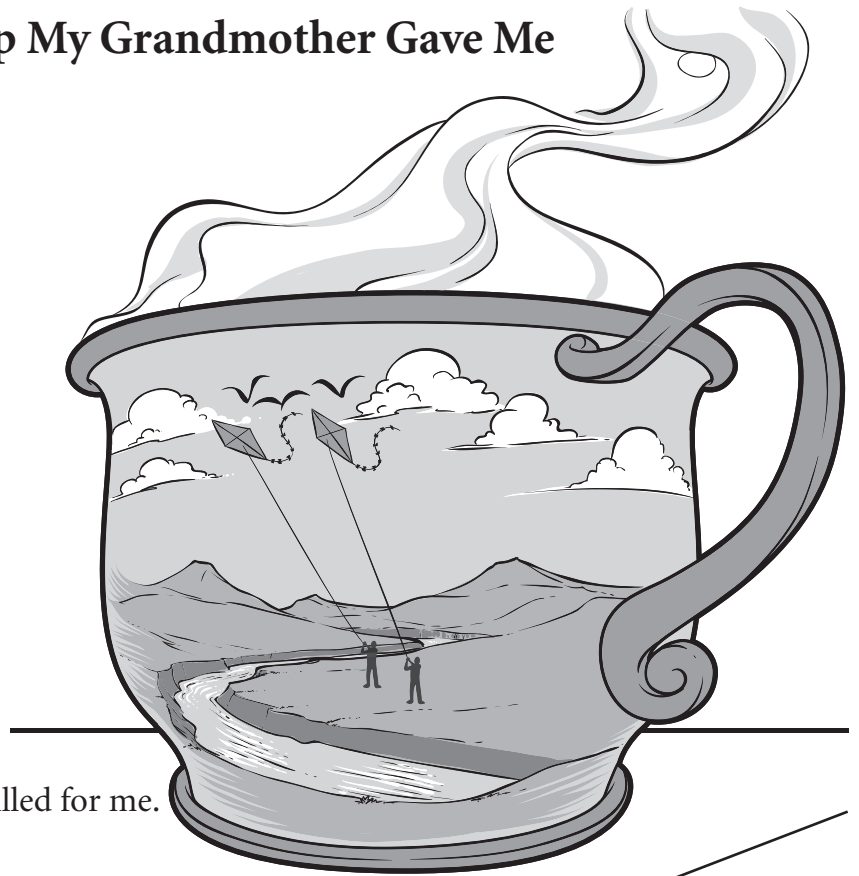
Today, the teacup sits on my shelf,  
Dreaming by itself.  
It remembers  
A set for eight,  
5 To which it once belonged.  
Now it waits alone.  
The other cups have gone,  
One by one,  
Dropped, chipped, cracked.

10 Before it was mine,  
I peered at its design,  
At the image in blue glaze:  
(The outer cup's scene held more life  
Than many places I had been.)  
15 As Grandmother poured hot tea,  
I watched carefully  
A cup filled for Grandmother, a cup filled for me.

Up rose swirling steam,  
Which the wind of my breath sent spinning.  
20 Signaling Grandmother to share  
Her childhood joys  
That danced on the air  
Tickling my ears  
As we shared laughter together.

25 Painted inside the cup,  
Under a painted blue tree,  
With no hurry, no worry,  
Two people sat, one old, another young,  
At a blue table under a blue sun  
30 And tasted tea,  
Just like the tea Grandmother  
Poured for me.

Grandmother gave me this painted teacup  
And filled it up  
35 With memories of us.





**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0801.1.16 Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.

**62** Read this sentence from Paragraph 7 of the passage.

Later, as Peter strode purposefully along the fence with the orange tape, he thought of Grandpa's story.

Based on the root of the underlined word, purposefully indicates that Peter walked with

- F** pride.
- G** frustration.
- H** determination.

**Reporting Category:** 5 Logic

**Performance Indicator:** 0801.5.9 Make inferences and draw conclusions based on evidence in text.

**63** The reader can conclude that Grandpa in the passage and Grandmother in the poem are alike because both

- A** share stories with their grandchildren.
- B** taught their grandchildren about hard work.
- C** spent their childhoods in the country.

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.2 Identify and analyze the author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).

**64** The point of view in the poem helps the reader understand

- F** why the grandmother behaved as she did.
- G** the feelings expressed by the speaker.
- H** the actions of the speaker and the grandmother.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

**65** The passage develops characters through action and dialogue, while the poem develops characters by

- A** telling about feelings.
- B** relating fictitious events and people.
- C** relying on descriptive details.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.5 Analyze the development of similar themes across two or more literary texts.

**66** Which theme is shared by both the passage and the poem?

- F** Patience should be rewarded.
- G** Many people value their connection to the past.
- H** It is hard to bridge the differences between generations.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.6 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

**67** In the passage, the reader learns about Peter mostly through

- A** what Peter does to solve the problem with the cows.
- B** what Peter says to his grandfather.
- C** what Peter thinks about receiving advice.

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).

**68** Read this excerpt from Paragraph 6 of the passage.

“Then, I thought, ‘A mother hen does not chase her chicks — they come to her for warmth.’ I held my hand out and waited for the chicks to come to me; I had to learn patience. When the chicks finally approached, I scooped them up, put them in the basket, and brought them into the kitchen where they finally got warm and calmed down.”

**The literary element in the excerpt is an example of**

- F** irony because Peter enjoys working with animals also.
- G** foreshadowing of the lesson Peter will learn.
- H** symbolism because the basket is being used for shelter.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.

**69** Read Lines 1 through 6 of the poem.

Today, the teacup sits on my shelf,  
Dreaming by itself.  
It remembers  
A set for eight,  
To which it once belonged.  
Now it waits alone.

**The poet personifies the teacup to**

- A** develop a mood of longing for the past.
- B** explain why the speaker has the teacup.
- C** compare the teacup to memories.

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.9 Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, free verse, repetition, internal rhyme, slant rhyme).

**70** Read Lines 25 through 29 of the poem.

Painted inside the cup,  
Under a painted blue tree,  
With no hurry, no worry,  
Two people sat, one old, another young,  
At a blue table under a blue sun

**The poet uses rhyme and repetition in these lines mostly to explain that the narrator**

- F** often thinks about the designs on Grandmother's teacups.
- G** enjoys using the teacup from Grandmother.
- H** has fond memories of spending time with Grandmother.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.12 Recognize and identify words within context that reveal particular time periods and cultures.

**71** Which sentence from the passage shows that the setting is in modern times?

- A** Every twenty feet, he tore off a half foot of tape and tied it to the wire fence.
- B** If only he had a cell phone, then he could call Grandpa for advice.
- C** For a while, the escaped cows circled the gap in the fence like water circling a drain.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0801.8.13 Determine the influence of culture and ethnicity on the themes and issues of literary texts.

**72** The use of Italian words influences the theme of the passage because it

- F** connects Grandpa to his childhood traditions.
- G** makes Peter feel confused about Grandpa.
- H** helps Peter understand how to care for the farm animals.

*Go On ►*

**Directions** Read and answer Numbers 73 through 90.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.

**73** Read this sentence.

Alejandro was born in a more heavily populated, more large city than his sister.

Choose the correct way to write the underlined words.

- A** most larger
- B** largest
- C** larger

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.10 Identify the correct use of appositives/appositive phrases and infinitive/infinitive phrases within context.

**74** Choose the sentence that correctly uses an appositive phrase.

- F** My friend, the smartest person in English class, is helping me study for the test.
- G** Clarence while waiting, for the bus, completed his homework.
- H** My sister, who is sixteen years old gets along, with our neighbor next door.



**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.11 Select the correct pronoun-antecedent agreement for personal pronouns within context.

**75** Which sentence uses correct pronoun-antecedent agreement?

- A** Jenna worked hard to solve the problem because it personally had so much to lose.
- B** Riley knew the best path, but the other hikers would not follow them.
- C** The committee allows its members to miss one meeting per year.

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.14 Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who}) within context.

**76** Choose the sentence that uses the underlined word correctly.

- F** Its six o'clock and time to close Scofield District's Annual Craft Fair.
- G** Mary's Bakeshop advertises it's blueberry muffins every Friday.
- H** Sometimes it's necessary for us to help each other.

**Reporting Category:** 1 Language

**Performance Indicator:** 0801.1.15 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.

**77** Which sentence uses italics incorrectly?

- A** Harold enjoys reading the writings of *W. Somerset Maugham*.
- B** Finding a first edition of Whitman's *Leaves of Grass* was thrilling.
- C** *Figure 5* in the instruction guide shows the most important step.

**78**

A student is giving a presentation about the history of the Internet. Look at his note cards.

1.  
Many people use their computers to go online for information, shopping, communication, and entertainment.

2.  
One of the first computer networks called ARPANET was formed, but access was very limited since most people did not yet own computers.

3.  
The earliest computers were not nearly as convenient as they are today. In fact, they were large, simple, and expensive. However, scientists imagined the possibility of a huge network of computers sharing information.

4.  
Before long, a global network was established, and for the first time, the public was given access. There was no turning back!

What is the correct order for his note cards?

**F** 1, 4, 3, 2

**G** 1, 3, 2, 4

**H** 1, 2, 3, 4

*Go On ►*

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).

**79** Anabelle is the leader for a group preparing a project for history class. What can Anabelle do to begin the project successfully?

- A** ask the group members what they have done on other projects and what they think the deadline should be
- B** state the goals for the project and work with the group members to identify the tasks that need to be completed
- C** talk to the teacher and have him or her organize priorities for the project so that group members will know what to do

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0801.2.8 Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

**80** In an organized group, which member is responsible for conducting research?

- F** the leader
- G** the reporter
- H** the information gatherer

**81** Read this draft of a report about life in tidal pools.

1. Tidal pools are rocky, sandy areas. When the tide comes in, tidal pools are wet. When the tide goes out, tidal pools dry. There are special creatures that call the tidal pools home. They live in this sandy area between the earth and sea.
2. Life in the tidal pools is difficult. The waves constantly pound the area. Some of the plants and animals survive by attaching themselves to rock formations around the pools. Other life forms dig into the sand.
3. Why would so many creatures want to live in tidal pools? After all, the environment is dangerous. According to scientists, tidal pools provide creatures with rich sources of food due to the motion of the waves. The waves make tidal pools both challenging and rewarding places to live.
4. Still other animals, such as the porcelain crab, use the rock formations as shelter only when needed. Since these crabs are very flat, they can slide under and between rocks to hide, keeping them safe from crashing waves or hungry predators. Some formations may shelter hundreds of these creatures.

Choose the most logical order for the paragraphs in this report.

- A** 1, 2, 4, 3
- B** 1, 3, 2, 4
- C** 1, 4, 3, 2

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0801.3.13 Select the most appropriate format for a work-related text.

**82** The school needs student volunteers for a fundraiser. Which of these would be the best method for recruiting volunteers?

- F** an e-mail sent to the first-period teachers
- G** a flier mailed to each family
- H** an article in the school newspaper

**83** Read this paragraph.

Businesses thrive where foot traffic is greatest, so the best place to build a business is where many paths cross. People often will drive to a particular location. Then, they walk around to several places in the area. For example, someone may have an errand at the post office and might walk to other stores in the area too. Placing a business in a well-traveled area makes sense for many reasons.

**Choose the excerpt from the paragraph that represents an example of deductive reasoning.**

- A** Businesses thrive where foot traffic is greatest, so the best place to build a business is where many paths cross.
- B** People often will drive to a particular location. Then, they walk around to several places in the area.
- C** For example, someone may have an errand at the post office and might walk to other stores in the area too.

*Go On ►*

**84** Read this paragraph from a speech.

Only those who visit India understand how much its economy could grow. The country has had huge growth in many areas. Our main mission is to find a way to partner with Indian industries. Global Exchange hopes to help both countries benefit from free trade.

**Which sentence from the paragraph is a false premise?**

- F** Only those who visit India understand how much its economy could grow.
- G** The country has had huge growth in many areas.
- H** Our main mission is to find a way to partner with Indian industries.



**85** Read the paragraph.

Writers used to brag, “I’m in print!” when they published their first articles. But that phrase sounds old fashioned and quaint. People still have favorite magazines and newspapers. The difference is that many people now read them online.

**Which sentence shows a bias some people may have against print publications?**

- A** Writers used to brag, “I’m in print!” when they published their first articles.
- B** But that phrase sounds old fashioned and quaint.
- C** People still have favorite magazines and newspapers.

*Go On ►*

**86** Read this paragraph.

Leslie, age 14, and her sister Barbara, age 11, want to take an intermediate swimming class together. Barbara also plays soccer from 10:00 – 11:00 A.M. each weekday morning. The local swimming pool has posted a schedule for three intermediate swimming classes.

Read this schedule.

Classes	Monday	Tuesday	Wednesday	Thursday
<b>Intermediate A: Ages 10 – 12</b>	9 A.M. – 10 A.M.	11 A.M. – 12 P.M.	9 A.M. – 10 A.M.	9 A.M. – 10 A.M.
<b>Intermediate B: Ages 10 – 16</b>	8 A.M. – 9 A.M.	9 A.M. – 10 A.M.	8 A.M. – 9 A.M.	9 A.M. – 10 A.M.
<b>Intermediate C: Ages 10 – 15</b>	11 A.M. – 12 P.M.	9 A.M. – 10 A.M.	10 A.M. – 11 A.M.	11 A.M. – 12 P.M.

Which class can Leslie and Barbara take together?

- F** Intermediate A
- G** Intermediate B
- H** Intermediate C

**87** Read these steps for accessing bank account information by telephone.

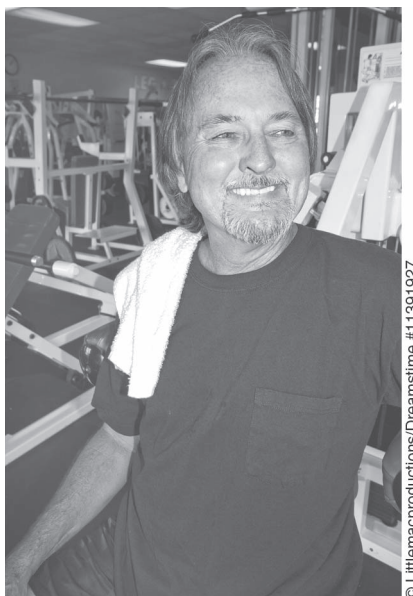
1. When prompted, enter your account number.
2. After you hear the recorded greeting for the account information office, press 54 for information about existing accounts.
3. The automated system will then provide your account balance.
4. Dial the telephone number for the account information office.

Which is the best way to order the steps?

- A** 2, 4, 1, 3
- B** 4, 2, 1, 3
- C** 4, 3, 2, 1

*Go On ►*

**88** Look at this photograph.



What can the reader best infer about the man in the photograph?

- F** He is a professional trainer at the gym.
- G** He is the owner of the gym.
- H** He enjoys exercising in the gym.

**89** Look at this photograph.



What message is a state park most likely trying to communicate by using the photograph in a park brochure?

- A** The park is a place of natural beauty.
- B** The park is most beautiful in the fall.
- C** The park is known for unusual wildflowers.

*Go On ►*

**90** Look at this photograph.



Which conflict is best expressed by the photograph?

- F** person vs. environment
- G** person vs. self
- H** person vs. technology

**STOP** 

# Mathematics



**Reporting Category:** 1 Mathematical Processes

**Performance Indicator:** 0806.1.1 Solve problems involving rate/time/distance (i.e.,  $d = rt$ ).

- 1** A space shuttle traveled at an average speed of 17,321 miles per hour. There are 24 hours in each day.

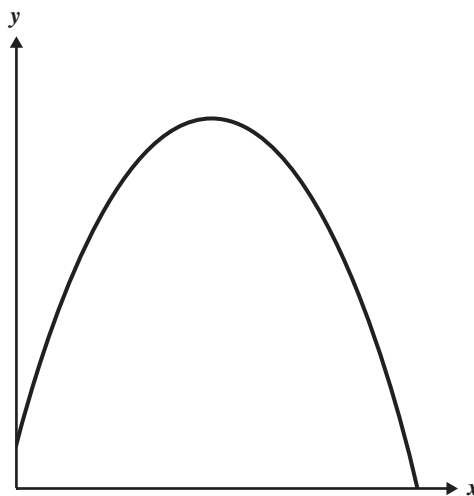
$$\text{distance} = \text{rate} \times \text{time}$$

What is the total distance the space shuttle traveled in 5 days?

- A** 86,605 miles
- B** 415,704 miles
- C** 2,078,520 miles

*Go On ►*

**2** Look at this graph.



Which situation could be represented by the graph?

- F** the height of a rock from the time the rock falls from the top of a cliff to the time the rock lands on the ground below
- G** the distance between a ball and the ground from the time the ball is thrown into the air to the time the ball hits the ground
- H** the distance of a hiker from the start of a trail from the time he starts walking to the time he rests at the middle of the trail



**Reporting Category:****1 Mathematical Processes****Performance Indicator:****0806.1.3 Calculates rates involving cost per unit to determine the best buy.**

- 3** This table shows the total price to buy shirts from each of three factories.

**Shirt Factories**

Factory	Number of Shirts	Total Price
Q	50	\$320.00
R	60	\$380.00
S	75	\$530.00

Which factory offers the lowest price per shirt?

- A** Factory Q
- B** Factory R
- C** Factory S

**Reporting Category:****2 Number and Operations****Performance Indicator:****0806.2.1 Order and compare rational and irrational numbers and locate on the number line.**

- 4** Which list shows numbers in order from greatest to least value?

- F**  $\sqrt{81}$ ,  $2^3$ , 7.5
- G**  $\sqrt{81}$ , 7.5,  $2^3$
- H** 7.5,  $2^3$ ,  $\sqrt{81}$

*Go On ►*

**Reporting Category:**

**2 Number and Operations**

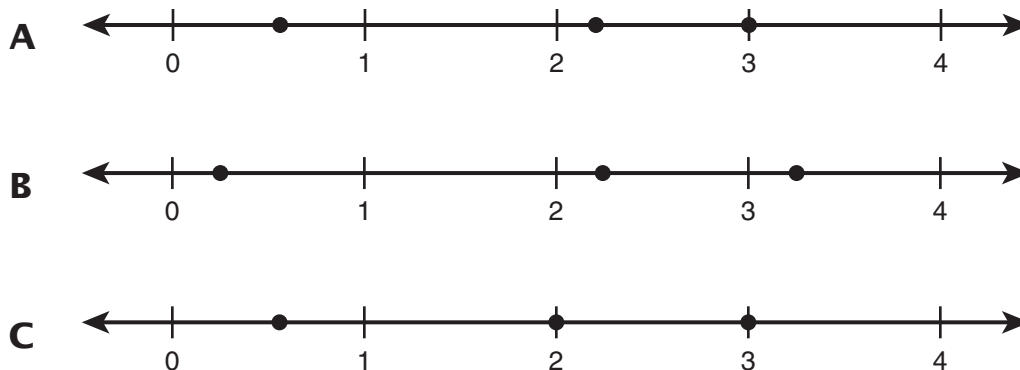
**Performance Indicator:**

**0806.2.1 Order and compare rational and irrational numbers and locate on the number line.**

**5** Look at this list of values.

$$\frac{5}{9}, \sqrt{5}, \frac{13.5}{4.5}$$

Which number line shows points that best represent all three values?



**Reporting Category:**

**2 Number and Operations**

**Performance Indicator:**

**0806.2.2 Identify numbers and square roots as rational or irrational.**

**6** Which statement is true?

**F** The number  $\frac{5}{8}$  is rational.

**G** The number  $\sqrt{\pi}$  is rational.

**H** The number 0.625 is irrational.

**Reporting Category:**

**2 Number and Operations**

**Performance Indicator:**

**0806.2.3 Use scientific notation to compute products and quotients.**

**7 Simplify:**

$$(1.7 \times 10^2)(2 \times 10^6)$$

**A**  $3.7 \times 10^8$

**B**  $3.4 \times 10^{12}$

**C**  $3.4 \times 10^8$

**Reporting Category:**

**2 Number and Operations**

**Performance Indicator:**

**0806.2.4 Solve real-world problems requiring scientific notation.**

**8** One proton has a charge of approximately  $1.6 \times 10^{-19}$  coulomb. What is the approximate charge of 9 protons?

**F**  $1.44 \times 10^{-19}$  coulomb

**G**  $1.44 \times 10^{-18}$  coulomb

**H**  $1.44 \times 10^{-10}$  coulomb

*Go On ►*

**Reporting Category:** 3 Algebra

**Performance Indicator:** 0806.3.1 Find solutions to systems of two linear equations in two variables.

**9** What is the solution to this system of equations?

$$\begin{aligned}3y + 2x &= 4 \\ y - 4x &= 20\end{aligned}$$

- A**  $(-4, 4)$
- B**  $(-4, -4)$
- C**  $(4, 4)$

**Reporting Category:** 3 Algebra

**Performance Indicator:** 0806.3.2 Solve the linear equation  $f(x) = g(x)$ .

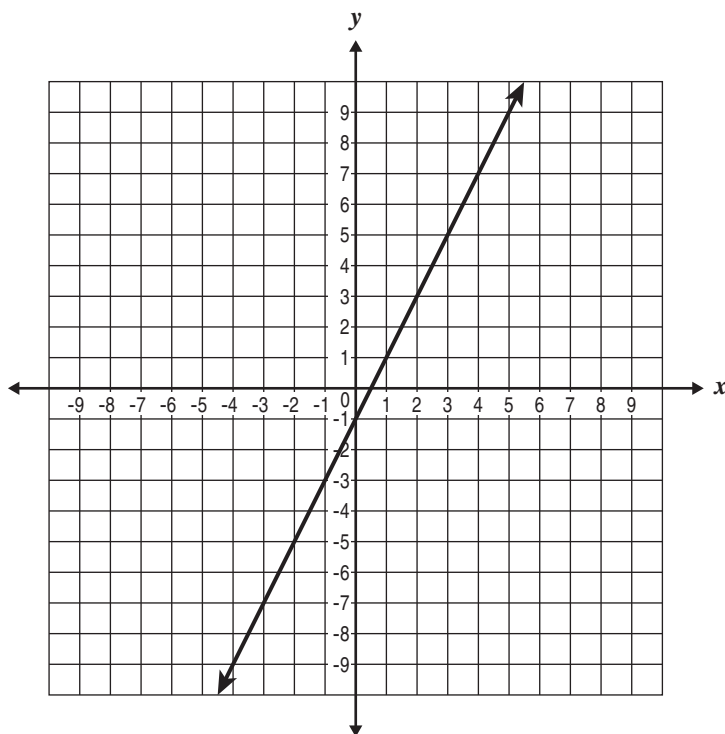
**10** Look at these functions.

$$\begin{aligned}f(x) &= 6x + 24 \\ g(x) &= 5x - 20\end{aligned}$$

If  $f(x) = g(x)$ , what is the value of  $x$ ?

- F** 4
- G** -4
- H** -44

**11** Look at this graph.



Which equation best represents this graph?

**A**  $y = -x + 2$

**B**  $y = \frac{1}{2}x - 1$

**C**  $y = 2x - 1$

*Go On ►*

- 12** What is the slope,  $m$ , of the line that passes through the ordered pairs  $(8, -3)$  and  $(9, 5)$ ?

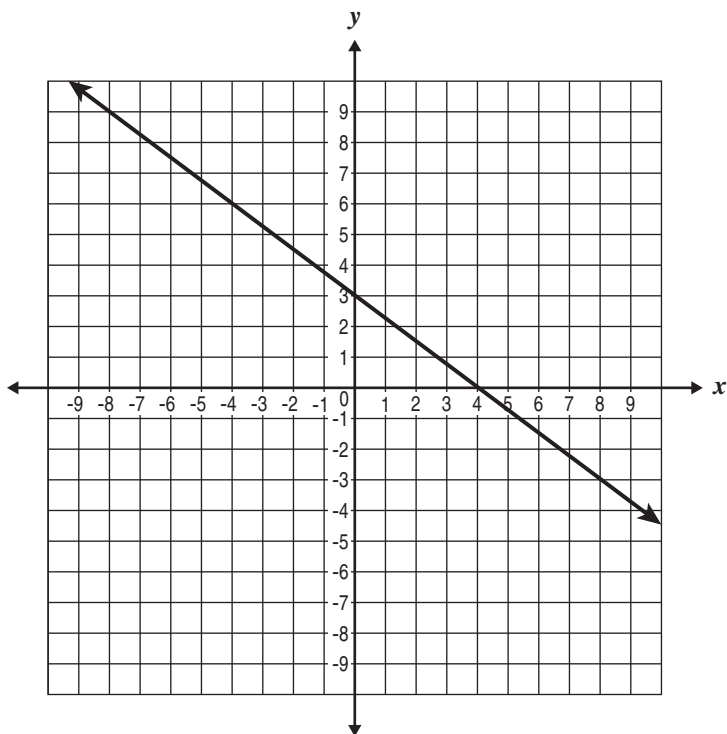
$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

**F** 8

**G**  $\frac{1}{8}$

**H**  $-8$

- 13** Look at this graph of  $y = -\frac{3}{4}x + 3$ .



Based on the graph, what is the value of  $x$  when  $y = 6$ ?

- A** -4
- B** -1.5
- C** 7.5

*Go On ►*

**14** Which equation does not represent a linear function?

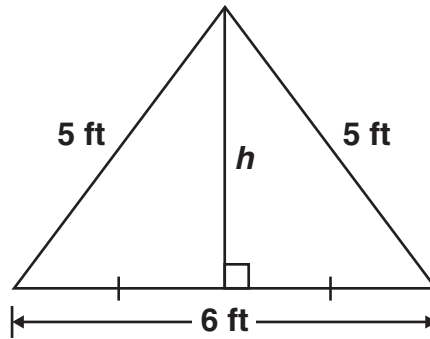
**F**  $y = 7x$

**G**  $y = x^2 - 6$

**H**  $y = \frac{2}{3}x + \frac{7}{3}$



- 15** A triangular face of a shed is represented in this diagram.



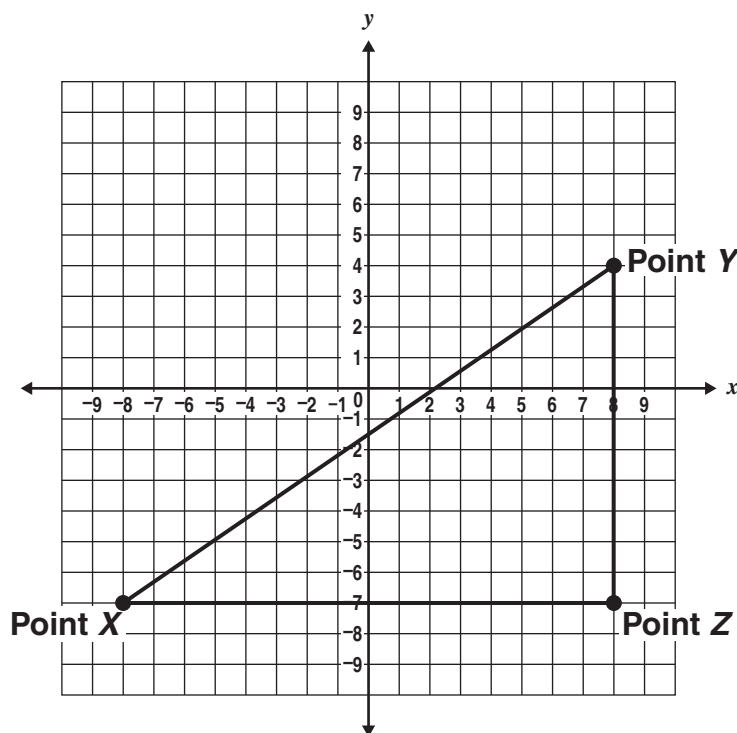
$$a^2 + b^2 = c^2$$

What is the height,  $h$ , of this shed?

- A** 3.3 feet
- B** 4 feet
- C** 11 feet

*Go On ►*

- 16** Look at the points labeled on this grid.

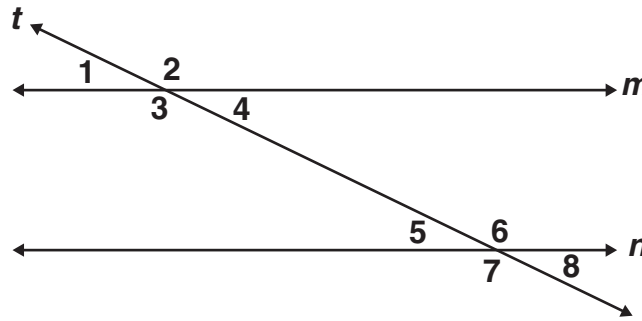


$$a^2 + b^2 = c^2$$

Which is closest to the distance between Point X and Point Y?

- F** 7.3 units
- G** 11.6 units
- H** 19.4 units

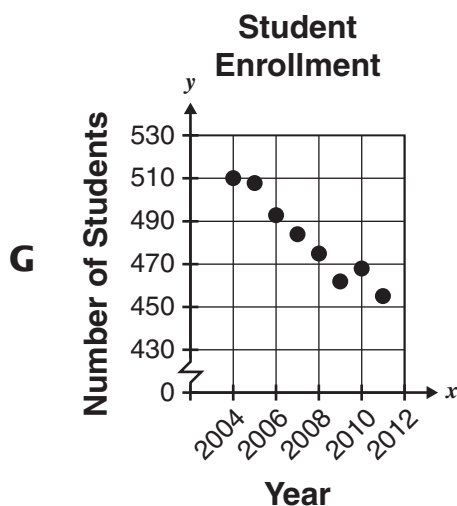
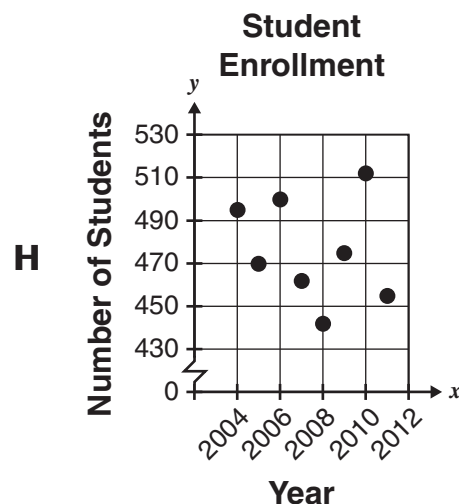
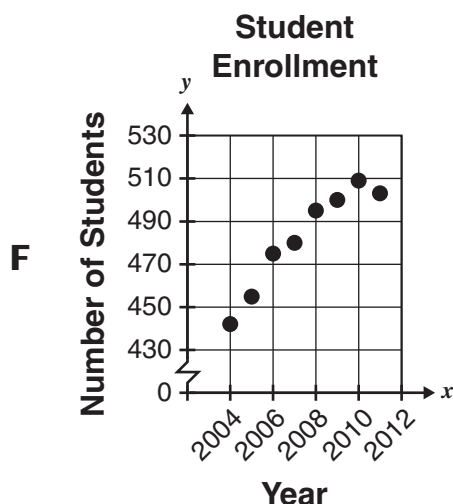
- 17** Lines  $m$  and  $n$  are parallel and cut by Transversal  $t$ , as shown in this figure.



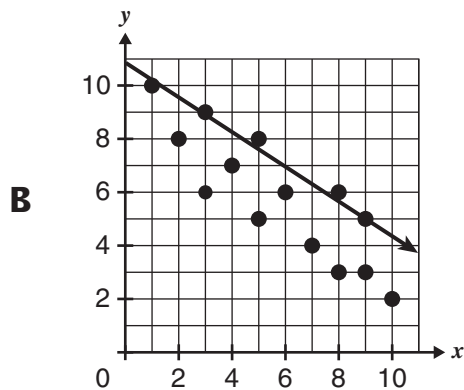
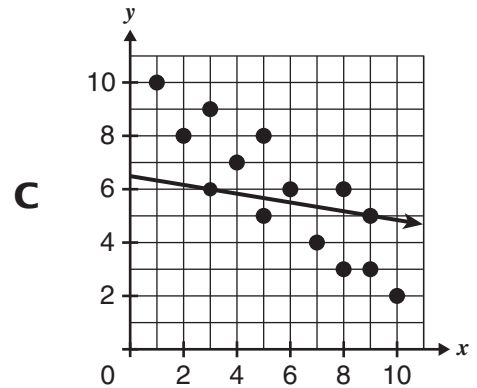
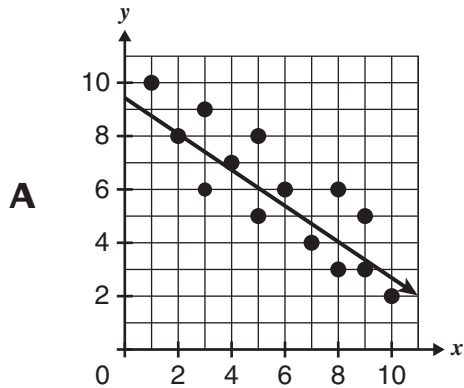
The measure of Angle 2 is greater than  $90^\circ$ . Based on this figure, which statement is not true?

- A**  $m\angle 1 + m\angle 8 = 180^\circ$
- B**  $m\angle 2 + m\angle 5 = 180^\circ$
- C**  $m\angle 4 + m\angle 7 = 180^\circ$

- 18** Which graph best shows a negative correlation between the number of students enrolled at a school and the years from 2004 through 2011?



- 19** Which graph shows the most accurate line of best fit for the given data?



*Go On ►*

- 20** The manufacturer of Brand X claims that its snack is lower in calories than the snack produced by the manufacturer of Brand Y. This table was created to support the claim.

**Brand X and Brand Y Snacks**

Description	Brand X	Brand Y
Container Size (ounces)	12	18
Number of Servings per Container	6	6
Cost per Container	\$2.10	\$2.00
Calories per Serving	300	450

Which statement best explains why this claim is misleading?

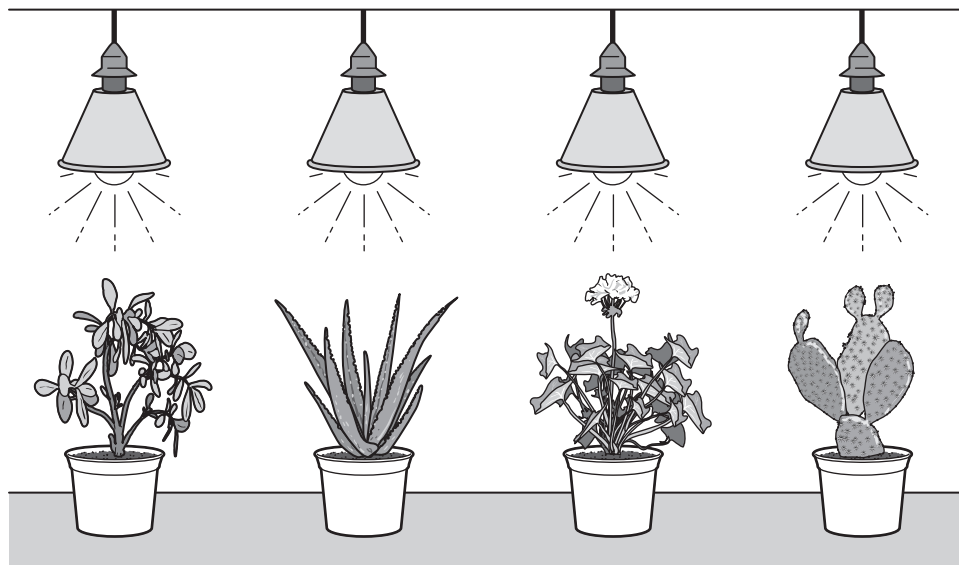
- F** One container of the Brand X snack weighs less than one container of the Brand Y snack.
- G** One container of the Brand X snack has fewer calories than one container of the Brand Y snack.
- H** One ounce of the Brand X snack has the same number of calories as one ounce of the Brand Y snack.

**STOP** 



**Reporting Category:** 1 Inquiry and Technology & Engineering  
**Performance Indicator:** 0807.Inq.1 Design a simple experimental procedure with an identified control and appropriate variables.

- 1** Students wanted to find out which type of plant would most likely survive in a hot desert. The picture shows that the students placed four different plants under identical heat lamps. The students left the lamps on for 10 hours each day.



The students gave each plant the same amount of water each week. What is the independent variable in this experiment?

- A** type of plant
- B** hours of light
- C** amount of water

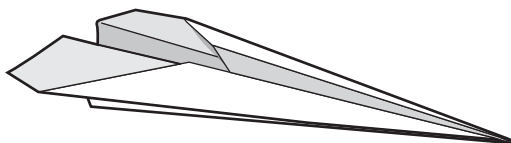
*Go On ►*

**Reporting Category:** 1 Inquiry and Technology & Engineering

**Performance Indicator:** 0807.Inq.2 Select tools and procedures needed to conduct a moderately complex experiment.

- 2** A student folds a piece of paper into the shape of an airplane. The student throws the paper airplane, and it travels across the room.

**Paper Airplane**

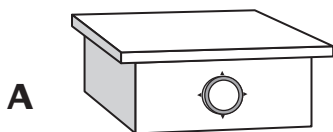


Which tool should the student use to measure the distance the paper airplane travels?

- F** electronic balance
- G** spring scale
- H** meter stick



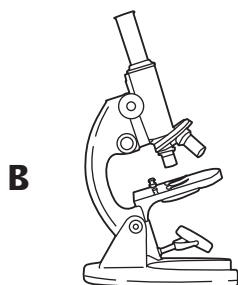
- 3** A student tests the pH of a liquid with litmus paper. Which of these should the student also use while performing this test?



**Hot Plate**

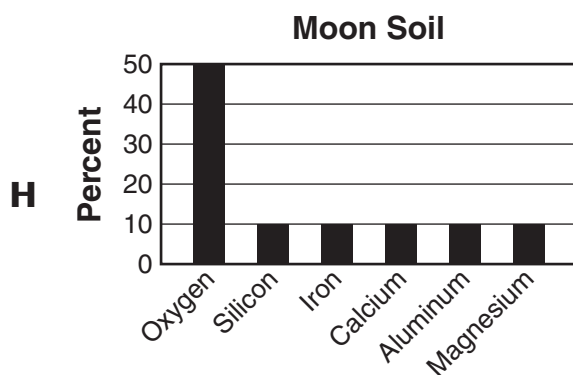
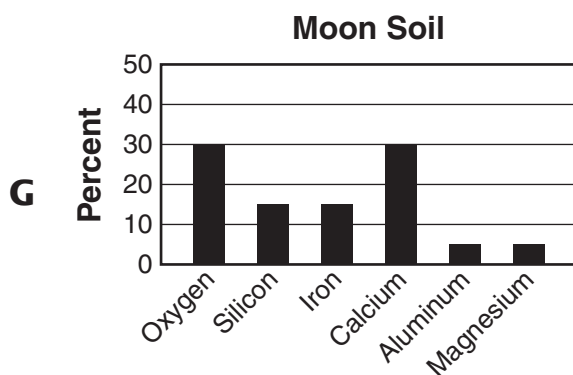
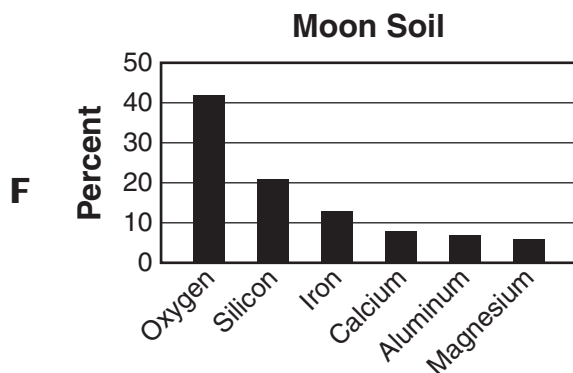


**Safety Goggles**



**Microscope**

- 4 The soil on the moon is made up mostly of oxygen, silicon, and iron. This soil also contains small amounts of calcium, aluminum, and magnesium. Which graph best shows this information?



**Reporting Category:** 1 Inquiry and Technology & Engineering

**Performance Indicator:** 0807.Inq.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.

- 5** The table shows the average monthly temperatures in two different towns.

**Average Monthly Temperatures**

Month	Allentown Temperature (°C)	Harrisburg Temperature (°C)
January	−6	10
February	−3	12
March	3	16
April	9	21
May	15	24
June	21	28
July	23	29
August	22	29
September	18	26
October	12	21
November	4	16
December	−3	11

Which conclusion is best supported by these data?

- A** Harrisburg has stronger winds than Allentown.
- B** Harrisburg receives more precipitation than Allentown.
- C** Harrisburg is closer to the equator than Allentown.

*Go On ►*

- 6** A student studied daisy plants. Some of the daisy plants had yellow flowers, and some had white flowers. The student concluded that daisy plants with yellow flowers grew taller than daisy plants with white flowers. The table shows data from the student's experiment.

**Daisy Investigation Data**

<b>Flower Color</b>	<b>Number of Plants in Group</b>	<b>Amount of Sunlight</b>	<b>Average Plant Height (centimeters)</b>
Yellow	10	Full Sun	66
White	10	Shady	42

Which of these best describes an error in the student's experiment?

- F** The student studied groups of daisy plants that received different amounts of sunlight.
- G** The student used the wrong units to record the heights of the daisy plants.
- H** The student grew small groups of daisy plants with different flower colors.

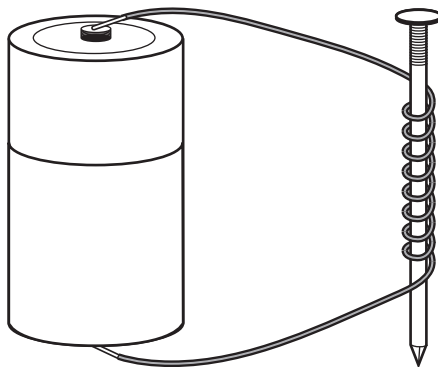
**7**

A scientist wants to make a medicine for people who produce too much stomach acid. This medicine is supposed to raise the pH of acid in the stomach. Which of these can help the scientist determine whether new medicine can change the pH of stomach acid?

- A** microscope
- B** thermometer
- C** litmus paper

*Go On ►*

- 8** A student builds an electromagnet with a battery, a wire coil, and a nail.



**How can the student find out whether the electromagnet works?**

- F** make sure there are at least three coils wrapped around the nail
- G** observe whether metal paper clips will move toward the electromagnet
- H** touch the battery to feel whether the battery has become warm

**Reporting Category:** 1 Inquiry and Technology & Engineering

**Performance Indicator:** 0807.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.

**9** Electricity can be produced by power plants that burn coal. Which sentence best explains why using coal for producing electricity can be beneficial?

- A** Coal occurs naturally on Earth.
- B** Coal is less expensive than other power sources.
- C** Coal can cause acid rain when it is burned.

**Reporting Category:** 1 Inquiry and Technology & Engineering

**Performance Indicator:** 0807.TE.4 Differentiate between adaptive and assistive engineered products (e.g., food, biofuels, medicines, integrated pest management).

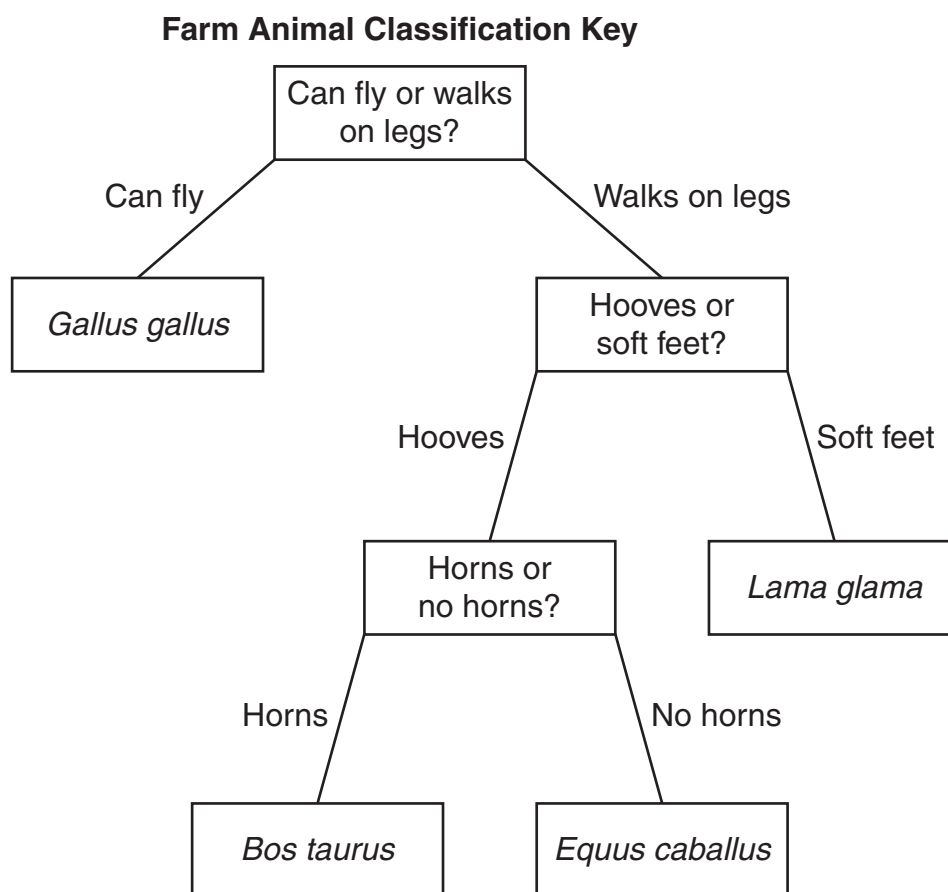
**10** Which of these is the best example of adaptive engineering?

- F** a shopping bag that is made from recycled plastic
- G** a walking cane that is made from a lightweight material
- H** a person's eyesight that is corrected by laser surgery

*Go On ►*

Performance Indicator: 0807.5.1 Use a simple classification key to identify an unknown organism.

- 11** Students visiting a farm observed an animal with four legs. The animal had hooved feet and no horns. The students used the classification key to help them identify this animal.



Which animal did the students most likely observe?

- A** *Lama glama*
- B** *Bos taurus*
- C** *Equus caballus*



**12** Which adaptation of toads is most likely to help them survive in winter, a time when food is scarce?

**F** camouflage

**G** moist skin

**H** hibernation

*Go On ►*

**Performance Indicator: 0807.5.3 Analyze data on levels of variation within a population to make predictions about survival under particular environmental conditions.**

- 13** One species of jackrabbit lives where winters are long and snowy. This jackrabbit has a different fur color in the summer than in the winter. The table shows percentages of jackrabbits with different fur colors in the summer.

**Jackrabbit Population Data  
(summer)**

<b>Jackrabbit Fur Color</b>	<b>Percentage of Population</b>
Gray	43%
Brown	56%
White	1%

Which fur color for this species of jackrabbit will become most common in the winter?

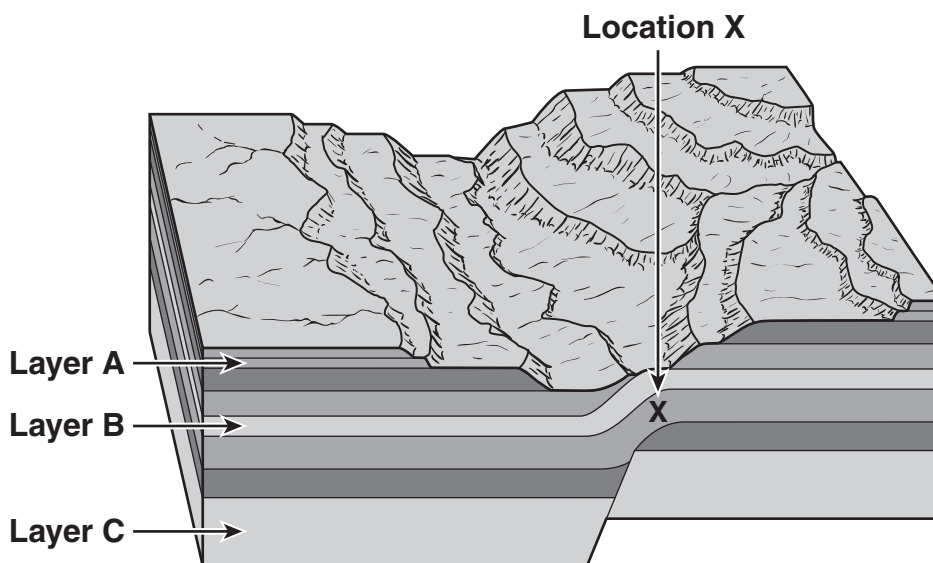
- A** Gray
- B** Brown
- C** White

**14** Which of these best helps keep ocean food chains healthy?

- F** adding lawn fertilizers to oceans
- G** maintaining the biodiversity of oceans
- H** increasing the amount of fishing in oceans

*Go On ►*

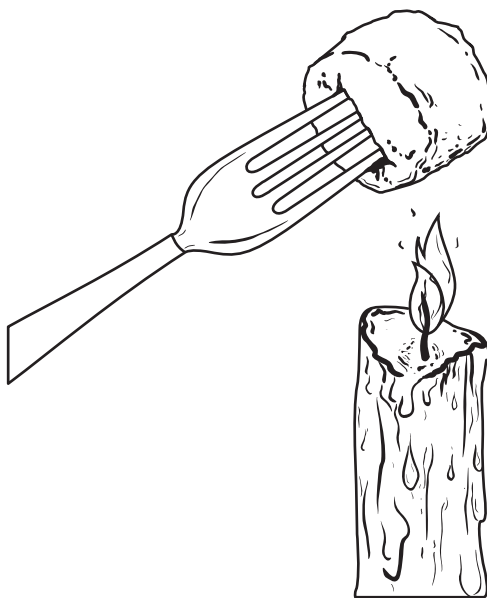
**15** The picture shows a landform.



A fossil is found at Location X. The fossil at Location X is closest in age to fossils found in

- A** Layer A.
- B** Layer B.
- C** Layer C.

- 16** The picture shows a marshmallow over a flame.



Which of these shows that a chemical change has happened?

- F** The marshmallow formed a brown crust on the outside.
- G** The solid marshmallow started to become liquid.
- H** The metal in the fork became hot.

*Go On ►*

**Reporting Category:** 3 Chemical Reactions

**Performance Indicator:** 0807.9.3 Classify common substances as elements or compounds based on their symbols or formulas.

**17** Which of these is a compound?

**A** Mn

**B** H<sub>2</sub>O

**C** Co

**Reporting Category:** 3 Chemical Reactions

**Performance Indicator:** 0807.9.4 Differentiate between a mixture and a compound.

**18** Which substance is a mixture?

**F** lemonade

**G** sugar

**H** pure water

**Reporting Category:** 3 Chemical Reactions

**Performance Indicator:** 0807.9.8 Interpret the results of an investigation to determine whether a physical or chemical change has occurred.

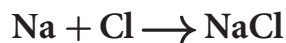
**19** Which process produces a physical change but not a chemical change?

- A** A metal is heated and then becomes a liquid.
- B** A metal is burned and produces a white powder.
- C** A metal is soaked in water and becomes rusty.

**Reporting Category:** 3 Chemical Reactions

**Performance Indicator:** 0807.9.10 Identify the reactants and products of a chemical reaction.

**20** A chemical equation is shown.



Which substance is the product?

- F** Na
- G** Cl
- H** NaCl

*Go On ►*

**Reporting Category:** 3 Chemical Reactions

**Performance Indicator:** 0807.9.11 Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (Law of Conservation of Mass).

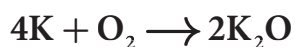
**21** Which equation best represents the law of conservation of mass?



**Reporting Category:** 3 Chemical Reactions

**Performance Indicator:** 0807.9.11 Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (Law of Conservation of Mass).

**22** Potassium (K) reacted with oxygen ( $\text{O}_2$ ) and produced potassium oxide ( $\text{K}_2\text{O}$ ).



The potassium had a mass of 39 grams. The oxygen had a mass of 32 grams. What was the mass of potassium oxide produced?

**F** 7 grams

**G** 39 grams

**H** 71 grams



**Reporting Category:** 3 Chemical Reactions

**Performance Indicator:** 0807.9.12 Identify the basic properties of acids and bases.

**23** Which pH value represents an acid?

- A** 4
- B** 7
- C** 10

**Reporting Category:** 4 Properties of Matter

**Performance Indicator:** 0807.9.1 Recognize that all matter consists of atoms.

**24** A garden contains soil, rocks, insects, and plants. How are the contents of the garden similar?

- F** They are all nonliving things.
- G** They are all made of atoms.
- H** They are all organisms.

*Go On ►*

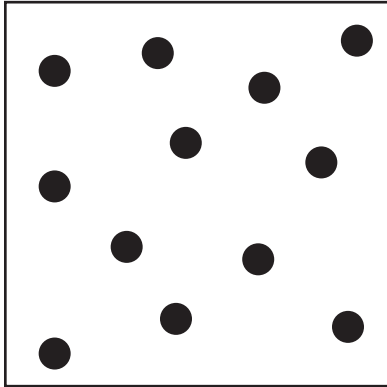
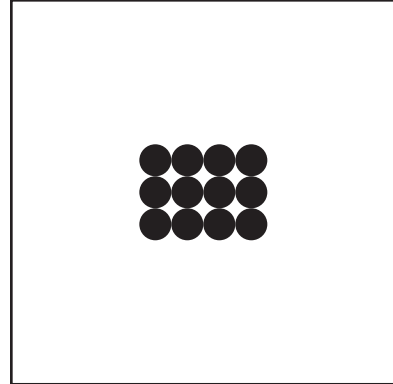
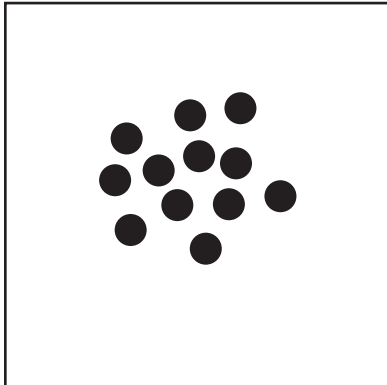
**Reporting Category:** 4 Properties of Matter

**Performance Indicator:** 0807.9.5 Describe the chemical makeup of the atmosphere.

**25** What gas makes up the greatest percentage of the atmosphere of Earth?

- A** oxygen
- B** nitrogen
- C** carbon dioxide

- 26** Which diagram best shows how particles are arranged in a solid state of matter?

**F****H****G***Go On ►*

- 27** A sample of an unknown material has a mass of 30 grams (g) and a volume of 3 cubic centimeters (cm<sup>3</sup>).

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$
$$D = \frac{m}{V}$$

What is the density of this sample?

- A** 10 g/cm<sup>3</sup>
- B** 27 g/cm<sup>3</sup>
- C** 33 g/cm<sup>3</sup>

**28** The diagram shows part of the periodic table of the elements.

Periodic Table of the Elements																						
	1																	18				
1	1 H 1.00	2															13	14	15	16	17	2 He 4.00
2	3 Li 6.94	4 Be 9.01											5 B 10.81	6 C 12.01	7 N 14.01	8 O 16.00	9 F 19.00	10 Ne 20.18				
3	11 Na 22.99	12 Mg 24.31	3	4	5	6	7	8	9	10	11	12	13 Al 26.98	14 Si 28.09	15 P 30.97	16 S 32.07	17 Cl 34.45	18 Ar 39.95				
4	19 K 39.10	20 Ca 40.08	21 Sc 44.96	22 Ti 47.88	23 V 50.94	24 Cr 52.00	25 Mn 54.94	26 Fe 55.85	27 Co 58.93	28 Ni 58.69	29 Cu 63.55	30 Zn 65.39	31 Ga 69.72	32 Ge 72.61	33 As 74.92	34 Se 78.96	35 Br 79.90	36 Kr 83.80				

Which element has the lowest atomic mass?

**F** Li

**G** Be

**H** Ca

**29** Which object can a student move through a wire coil to produce an electric current in the wire?

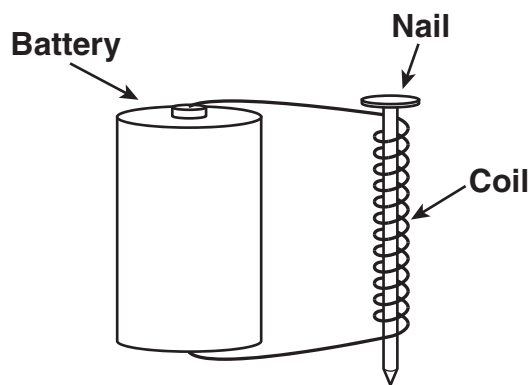
**A** battery

**B** magnet

**C** steel rod

*Go On ►*

**30** A student builds an electromagnet.



How can the student increase the strength of the electromagnet?

- F** remove the nail from the coil
- G** increase the number of loops in the coil
- H** move the battery closer to the nail

**Reporting Category:** 5 Forces of Nature

**Performance Indicator:** 0807.12.2 Describe the basic principles of an electromagnet.

**31** Students have a battery. Which other objects do they need to build an electromagnet?

- A** wire coil and nail
- B** wire and light bulb
- C** switch and nail

**Reporting Category:** 5 Forces of Nature

**Performance Indicator:** 0807.12.3 Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.

**32** How is the magnetic field that surrounds Earth similar to the magnetic field that surrounds a bar magnet?

- F** Both magnetic fields have north poles.
- G** Both magnetic fields are caused by convection currents.
- H** Both magnetic fields require electric currents.

*Go On ►*

**33** An object is on Earth. Which property of that object changes when the object is on the moon?

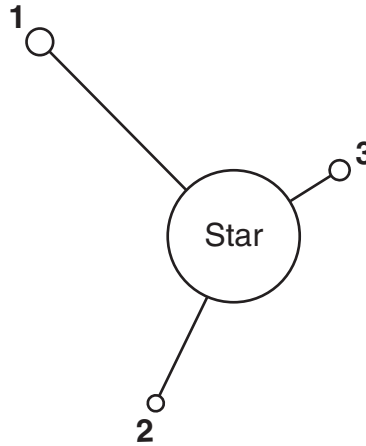
**A** shape

**B** mass

**C** weight



- 34** Scientists observe a star and three planets that orbit the star. The scientists determine that all three planets have the same mass.



Which planet has the greatest gravitational attraction to the star?

- F** Planet 1
- G** Planet 2
- H** Planet 3

**Reporting Category:** 5 Forces of Nature

**Performance Indicator:** 0807.12.6 Illustrate how gravity controls the motion of objects in the solar system.

**35** Which of these has the greatest effect on the motion of planets in the solar system?

- A** electromagnetic forces
- B** gravitational forces
- C** nuclear forces

**STOP** 

# Social Studies



**Reporting Category:**

**1 Economics**

**Performance Indicator:**

**8.2.1 Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).**

**1** Study the information.

**Natural Resources First Grown in the Americas**

- Sweet potatoes
- \_\_\_\_\_?

Which food best completes the list?

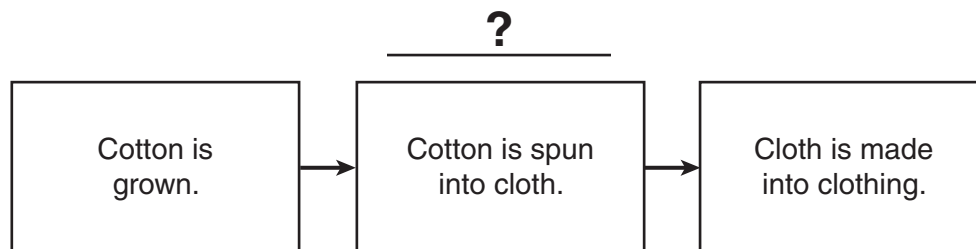
- A** Cacao
- B** Olives
- C** Bananas

*Go On ►*

**Reporting Category:** 1 Economics

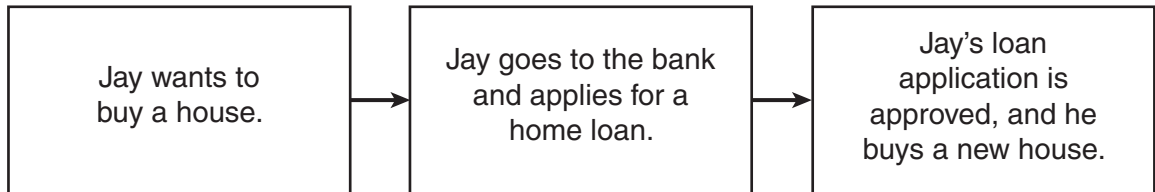
**Performance Indicator:** 8.2.2 Interpret a diagram showing the steps of changing a resource into a product.

**2** Study the diagram.



Which title best replaces the question mark?

- F** Making a Product From a Resource
- G** Invention of a New Technology
- H** Stages of Industrialization

**3** Study the diagram.

Based on the diagram, how is Jay going to pay for his house?

- A** by using credit
- B** by trading goods
- C** by using his savings

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.4 Recognize the economic activities of early America (i.e., agriculture, industry, and service).

**4** Study the excerpt.

[There are woods] . . . of oak, cedar, pine . . .  
many of our people may be employed in  
making of ships . . . and boats . . .

— Richard Hakluyt, 1585

**Which early American economic activity is described?**

- F** producing agricultural goods
- G** using natural resources in industries
- H** bartering harvested materials

**5** Study the bill.

Guest Check			
		Invoice Number:	0003201
Qty.	Item	Price	
1	shirt		9.99
2	pants		15.00
		Subtotal	24.99
		Tax	2.25
		Total	27.24

Which type of tax was added to the bill?

- A** income
- B** sales
- C** export

*Go On ►*

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.6 Interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, numbers of slaves, population of colonies, population diversity).

**6** Study the chart.

**Slaves Imported into Charleston,  
South Carolina**

<b>Year</b>	<b>From African Ports</b>	<b>From Caribbean Ports</b>
1773	7,246	553

Source: U.S. Census Bureau

The data best shows a result of

- F** Triangular Trade.
- G** the Trail of Tears.
- H** Manifest Destiny.



**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.7 Differentiate between a commercial and a subsistence economy.

**7** Which statement describes an example of a commercial economy?

- A** A baker trades bread with a carpenter for furniture.
- B** A weaver makes cloth for her children's clothes.
- C** A store sells goods to make a profit.

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.8 Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).

**8** In the early 1880s, the growth of cities in New England was most affected by

- F** declining immigration.
- G** laws regulating business.
- H** the demand for manufactured goods.

*Go On ►*

**Reporting Category:** 1 Economics

**Performance Indicator:** 8.2.10 Distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligarchy, free competition).

**9** Which example best represents a traditional market activity in early America?

- A** Shipbuilders set fair prices for new ships.
- B** Families trade surplus agricultural goods.
- C** Blacksmiths raise the price of shoeing a horse.

**10** Study the passage.

No person shall be held to answer for a . . . crime, unless [indicted by a] Grand Jury . . . nor [shall] be deprived of life, liberty, or property, without due process of law . . .

**Which document contains the protections listed in the passage?**

- F** Declaration of Independence
- G** Articles of Confederation
- H** Bill of Rights

**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.4.2 Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial).

**11** Study the information.

- Citizens vote for representatives to make laws.

Which system of government is best described by this information?

- A** dictatorship
- B** federalism
- C** democracy

**Reporting Category:** 2 Governance and Civics

**Performance Indicator:** 8.4.3 Recognize the purpose of government and how its powers are acquired, used and justified.

**12** Which document gave Congress the right to declare war against a foreign country?

- F** Mayflower Compact
- G** Declaration of Independence
- H** Constitution of the United States

**Reporting Category:**

**2 Governance and Civics**

**Performance Indicator:**

**8.4.4 Recognize the rights and responsibilities of individuals throughout the development of the United States.**

**13** Study the list.

\_\_\_\_\_ ?

- Obey laws
- Serve on a jury

Which title best replaces the question mark?

- A** Responsibilities of a Citizen
- B** Rights Protected by the Constitution
- C** Freedoms Granted by the President

**Reporting Category:**

**2 Governance and Civics**

**Performance Indicator:**

**8.4.5 Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.**

**14** Which issue directly led to the start of the American Revolution?

- F** the settlement of new colonies
- G** the increase in taxes on imported products
- H** transfer of territory to rival powers

*Go On ►*

**15** Study the photograph.

**Jury Trial**



© Rich Legg/Stockphoto #13707732

**Which amendment protects the right shown in the photograph?**

- A** Second Amendment
- B** Third Amendment
- C** Sixth Amendment

**16** Study the quotation.

A Law [opposed] to the Constitution is void.

— Chief Justice John Marshall

Which Supreme Court decision is best associated with the quotation?

- F** *Gibbons v. Ogden*
- G** *Marbury v. Madison*
- H** *McCulloch v. Maryland*

*Go On ►*

**17** Study the photograph.

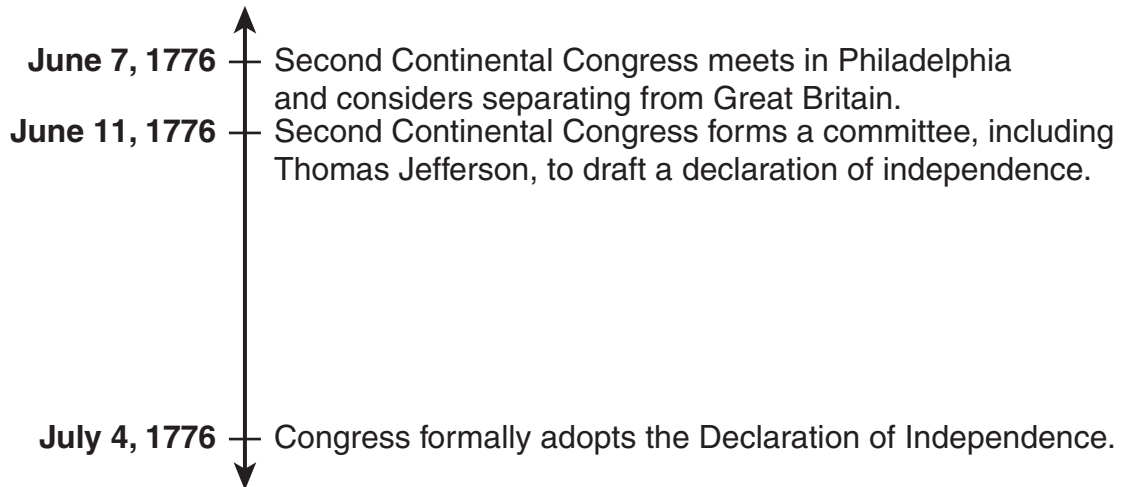
**Protest in Washington, DC**



**The protest in the photograph is protected by the U.S. Constitution as long as the protesters**

- A** stay off the sidewalk.
- B** gather outside.
- C** obey the laws.

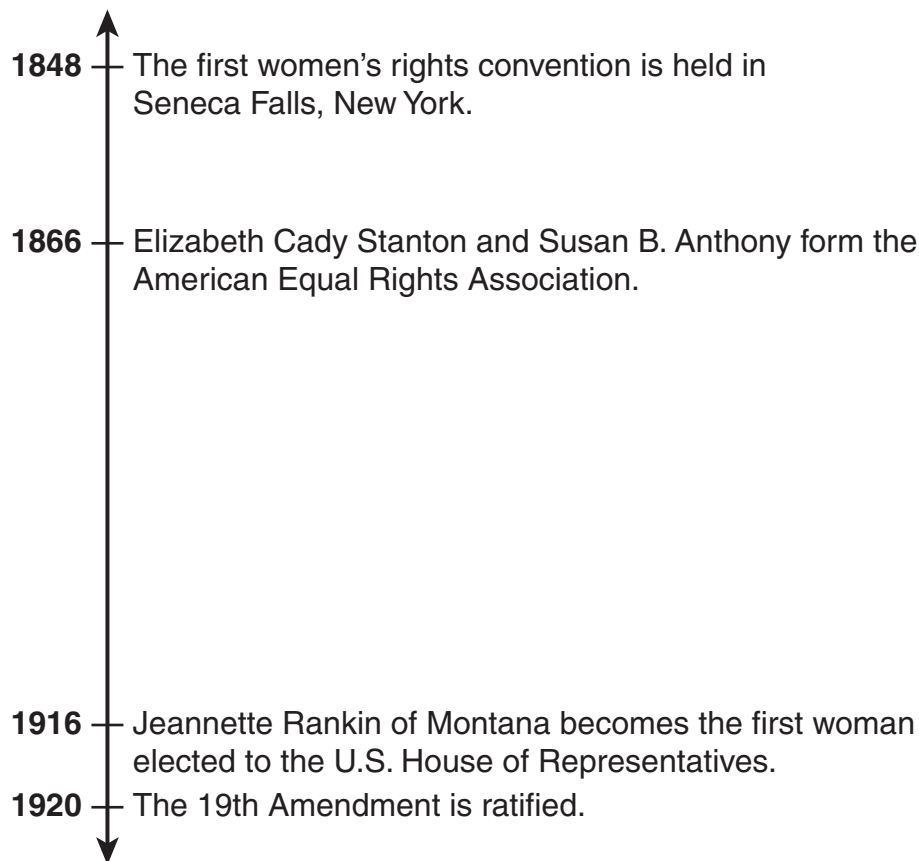


**18** Study the timeline.**The Second Continental Congress**

**One result of the Second Continental Congress was to**

- F** avoid war with Great Britain at any cost.
- G** end Great Britain's rule of the colonies.
- H** improve public opinion about Great Britain.

*Go On ►*

**19** Study the timeline.**The Women's Rights Movement  
in the United States, 1848 – 1920**

**Which right was established for women because of these events?**

- A** minimum wage
- B** suffrage
- C** property ownership

**20** Religion is best defined as a

- F** group of shared beliefs.
- G** system of creating customs.
- H** group of similar individuals.

*Go On ►*

**Reporting Category:** 3 Geography

**Performance Indicator:** 8.1.7 Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, British v. French influences).

**21** Study the pictures.

**New Orleans, Louisiana**



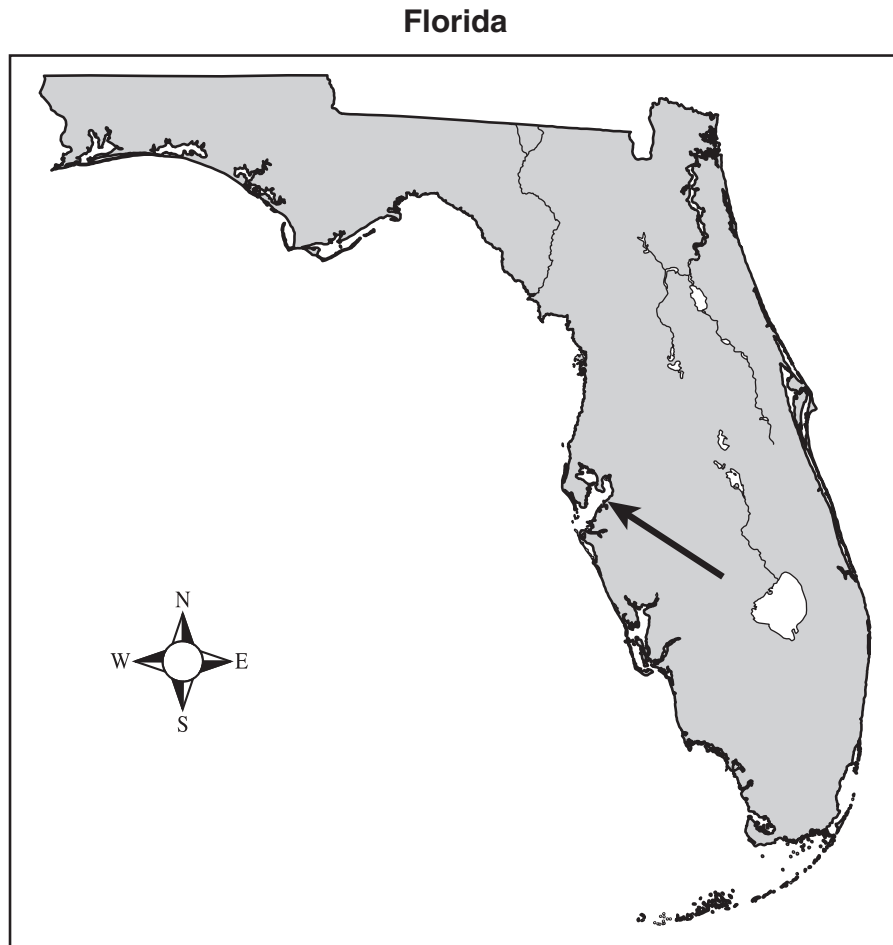
**Richmond, Virginia**



Which factor best accounts for the differences in the style of these two buildings?

- A** cultural influences of Native Americans and the Spanish
- B** federal government funding of local and state construction projects
- C** architectural influences of the French and the British

8.3.2 Identify and use the key geographic elements on a map (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).

**22** Study the map.

Which geographical feature is identified by the arrow?

- F** bay
- G** oasis
- H** lake

*Go On ►*

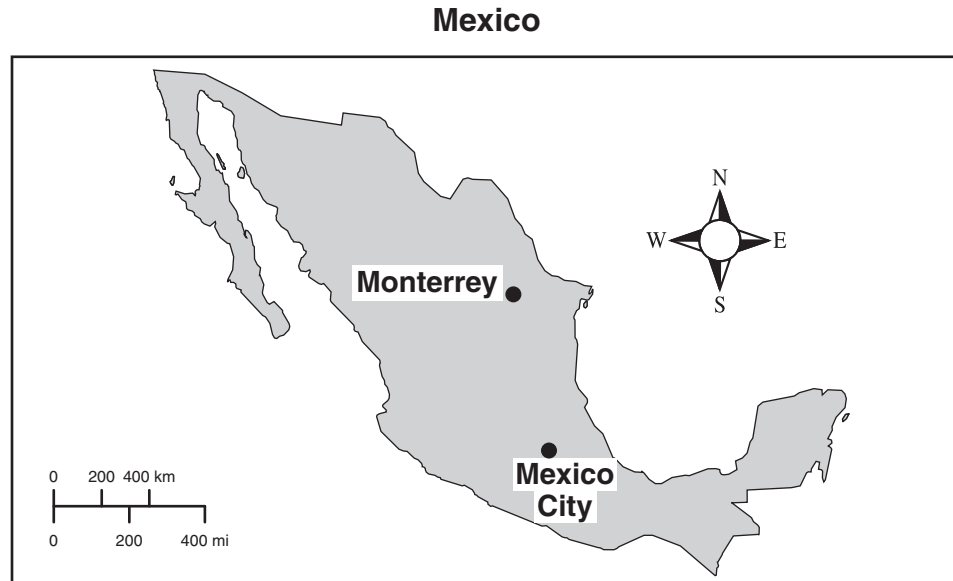
**23** Study the information.

[A]s of 2009 there were over 84,000 dams within the borders of the United States.

— U.S. Army Corps of Engineers

How did the construction of these dams most likely affect the surrounding land?

- A** destruction of natural environment
- B** decline of urban populations
- C** decrease in water pollution

**24** Study the map.

What is the approximate distance between Monterrey and Mexico City?

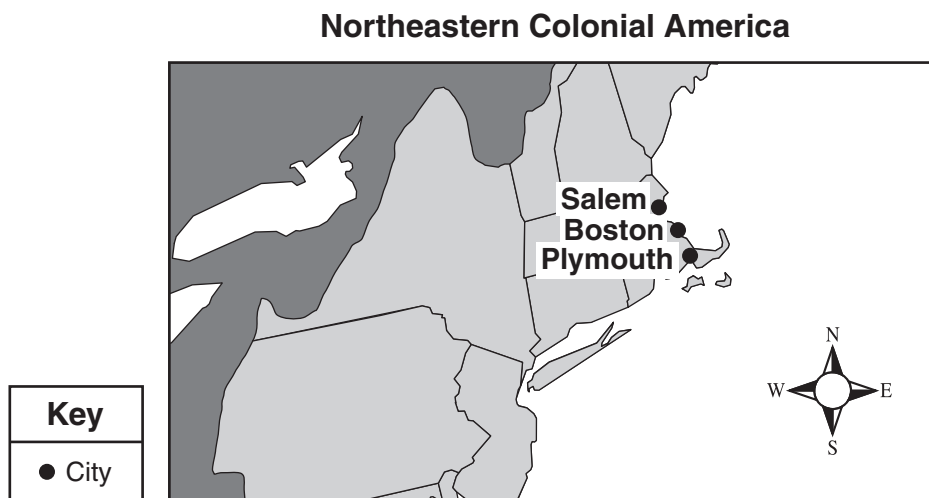
- F** 200 miles
- G** 400 miles
- H** 600 miles

*Go On ►*

**Reporting Category:** 3 Geography

**Performance Indicator:** 8.3.5 Interpret a geographic map of the early United States.

**25** Study the map.



Which industry did these cities most likely rely on most?

- A** cotton production
- B** ship construction
- C** tobacco farming



**26** Study the picture.

**The Cumberland Gap**

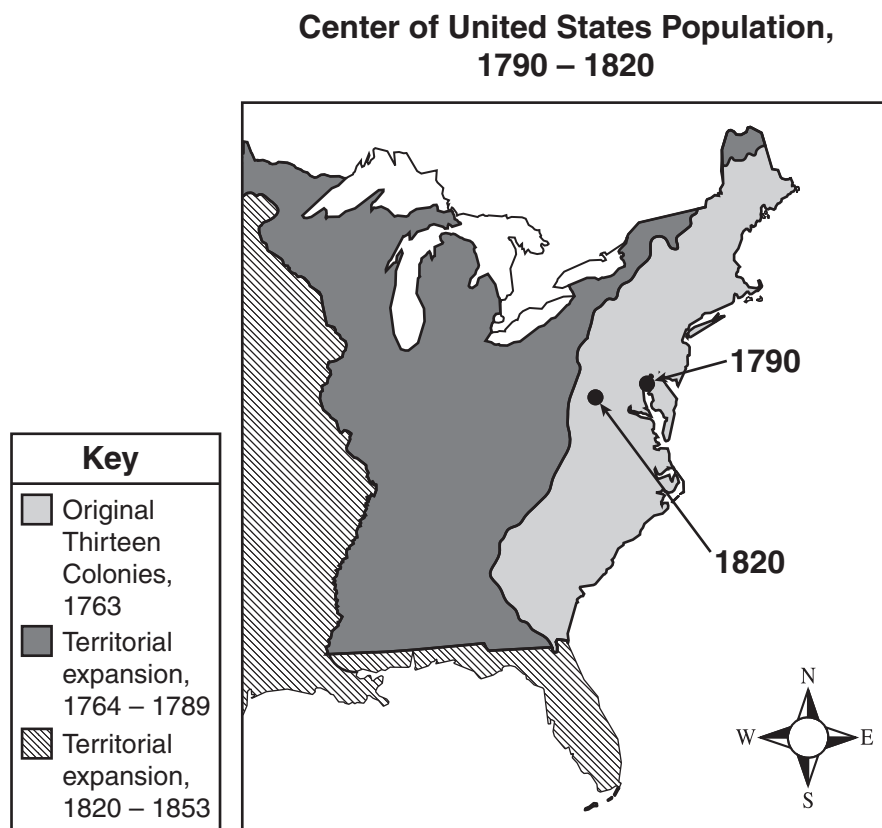


Courtesy of Library of Congress #LC-USZ62-52628

**Which two states experienced population growth because of this geographic feature?**

- F** Kentucky and Tennessee
- G** Maine and Ohio
- H** Florida and Alabama

*Go On ►*

**27** Study the map.

Source: U.S. Census Bureau

**Which reason explains the change shown on the map?**

- A** People moved to rural areas in the southeast.
- B** The settlement shifted when new lands were acquired.
- C** Citizens relocated to areas with warmer climates.

**Reporting Category:** 4 US History Period 1 (Beginnings -1820)

**Performance Indicator:** UH1.8.1.3 Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).

**28** How did the development of interchangeable parts affect early American culture?

- F** price of tobacco increased
- G** production of weapons increased
- H** construction of canals increased

**Reporting Category:** 4 US History Period 1 (Beginnings -1820)

**Performance Indicator:** UH1.8.1.4 Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother Spirit, African Traditional Religion, Puritanism, Quakerism).

**29** Which religious idea was shared by Puritans and Quakers?

- A** acceptance of other faiths
- B** worship of ancestors
- C** belief in one god

*Go On ►*

**Reporting Category:** 4 US History Period 1 (Beginnings -1820)

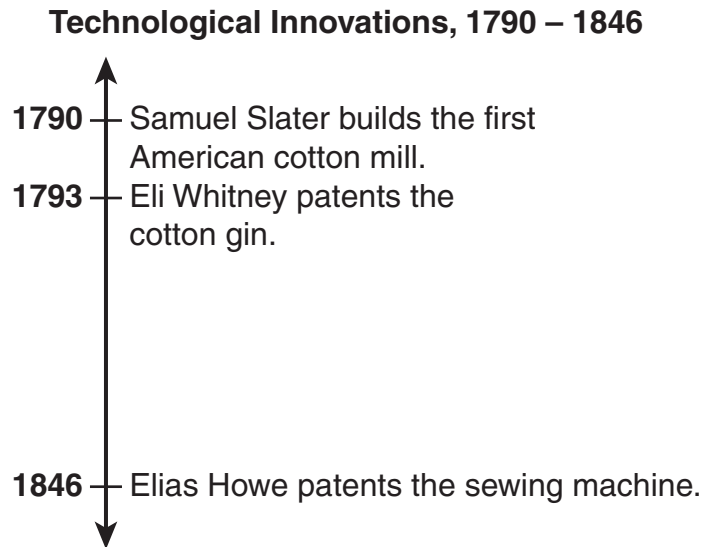
**Performance Indicator:** UH1.8.1.5 Identify how religion contributed to early American society (i.e., impact on government, education, social norms, slavery, tolerance).

**30** Which colony promoted religious freedom for all?

**F** Virginia

**G** Massachusetts

**H** Pennsylvania

**31** Study the timeline.

Which conclusion can be drawn based on the timeline?

- A** Early manufacturing often involved the production of fabric.
- B** Early manufacturing relied heavily on child labor.
- C** Early inventors promoted the use of subsistence farming.

*Go On ►*

**Reporting Category:** 4 US History Period 1 (Beginnings -1820)

**Performance Indicator:** UH1.8.2.9 Analyze in economic terms (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North.

**32** Study the chart.

Northern United States during the mid-1800s	Southern United States during the mid-1800s
Long winters	Long growing season
Rocky soil	Fertile soil
Industrial economy	Plantation economy

**Which conclusion can be drawn from the information in the chart?**

- F** The South was the first to develop an abolitionist movement.
- G** The North depended on immigrants to be the major labor force in its factories.
- H** The South used more slaves than the North because of the labor demands of agriculture.

**33** Study the chart.

Comanche	Natchez
<ul style="list-style-type: none"><li>• Lived on the Great Plains</li><li>• Relied on nomadic hunting</li></ul>	<ul style="list-style-type: none"><li>• Lived in the Southeast</li><li>• Relied on farming</li></ul>

Which conclusion can be made based on the information in the chart?

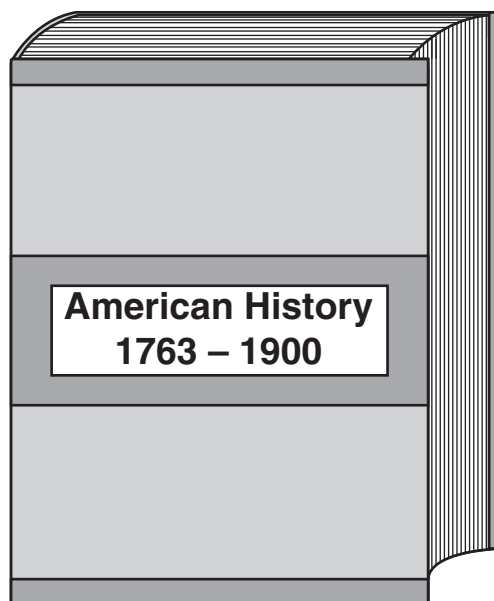
- A** The Natchez were more dependent on farming agriculture than the Comanche.
- B** The Comanche were more prone to illnesses than the Natchez.
- C** The villages of the Natchez were farther apart than Comanche villages.

*Go On ►*

**Reporting Category:** 4 US History Period 1 (Beginnings -1820)

**Performance Indicator:** UH1.8.5.3 Differentiate between a primary a secondary source.

**34** Study the secondary source.



**Why would this book be considered a secondary source?**

- F** It was created after the events it describes.
- G** It was a person's daily record of events.
- H** It was an official record.



**Reporting Category:**

**4 US History Period 1 (Beginnings -1820)**

**Performance Indicator:**

**UH1.8.5.4 Recognize causes and consequences of conflict (i.e., French and Indian War, Revolutionary War, War of 1812).**

**35**

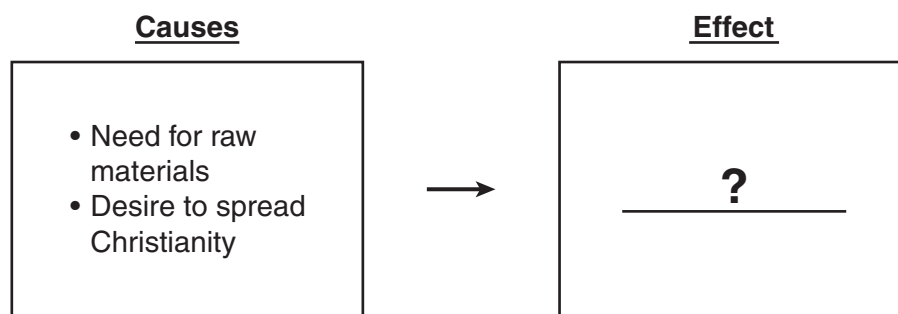
**Which event directly contributed to the beginning of the Revolutionary War?**

- A** the removal of Native Americans in the southern colonies
- B** a proposed military alliance with the king of France
- C** the taxing of British colonists without proper representation

*Go On ►*

**Performance Indicator:** UH1.8.5.6 Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).

**36** Study the diagram.



Which effect best completes the cause and effect diagram?

- F** Colonization of the Americas
- G** Origins of the Independence Movement
- H** Growth of immigration

**Reporting Category:** 4 US History Period 1 (Beginnings -1820)

**Performance Indicator:** UH1.8.5.7 Recognize the historical impacts of European settlement in North America.

**37** What is one way European settlements changed the native population of North America?

- A** The English allowed the practice of indentured servitude.
- B** The explorers brought American foods to Europe.
- C** The Spanish mission system was established to spread Christianity.

**Reporting Category:** 4 US History Period 1 (Beginnings -1820)

**Performance Indicator:** UH1.8.5.12 Differentiate between primary and secondary source documents.

**38** Which example is a secondary source?

- F** the Constitution of the United States
- G** a magazine article about living in colonial New York
- H** a letter written by President James Monroe

*Go On ►*

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.1.2 Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).

**39** Study the list.

- Immigrated because of a potato famine
- One of the first groups of Catholic immigrants to move to the United States

Which cultural group is best described by the list?

- A** Russians
- B** Italians
- C** Irish

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.3.1 Recognize the causes and examples of migration and immigration in Early American (i.e. land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).

**40** In the early 1800s, a major reason people migrated in the United States was the

- F** desire to join labor unions.
- G** availability of federal land for settlers.
- H** system of machine politics.

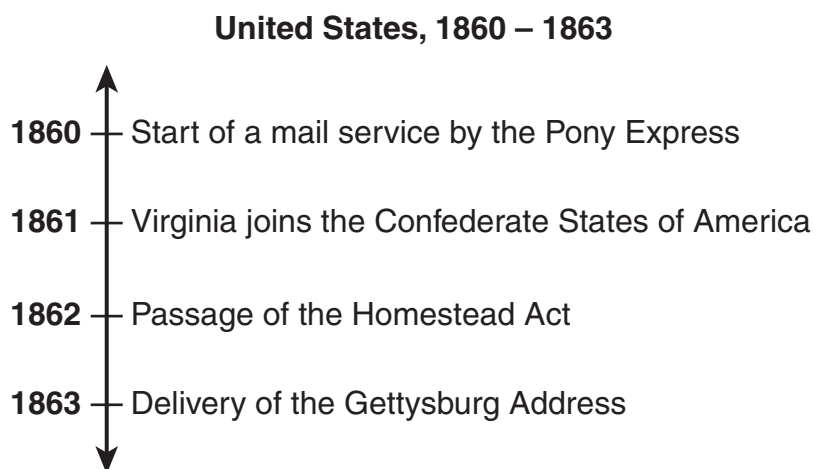
**41** Study the list.

- Reached a treaty with Great Britain to acquire the Oregon territory
- Led the United States during the war with Mexico

Which president is best described by this list?

- A** Andrew Johnson
- B** John Q. Adams
- C** James K. Polk

*Go On ►*

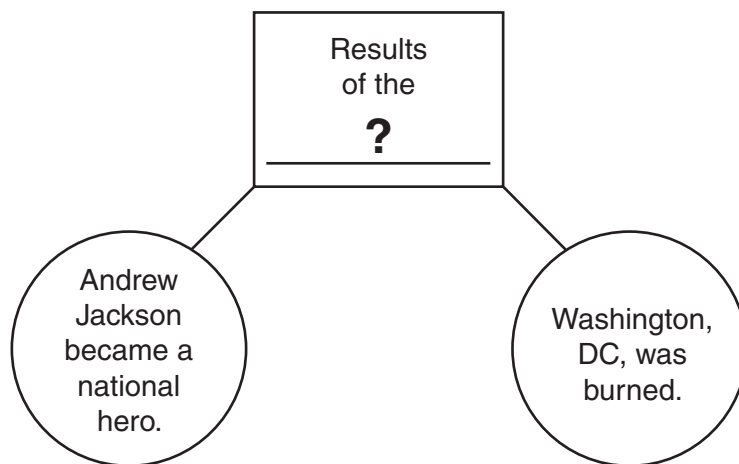
**42** Study the timeline.

**Which event occurred after the passage of the Homestead Act?**

- F** Start of a mail service by the Pony Express
- G** Virginia joins the Confederate States of America
- H** Delivery of the Gettysburg Address

**43** Which example describes a primary source?

- A** a research article written by a Civil War historian
- B** a letter written by a soldier during the Battle of Shiloh
- C** a passage in a textbook discussing the location of Fort Sumter

**44** Study the diagram.

Which event best replaces the question mark?

- F** French and Indian War
- G** War of 1812
- H** Civil War



**Reporting Category:**

**5 US History Period 2 (1801-1900)**

**Performance Indicator:**

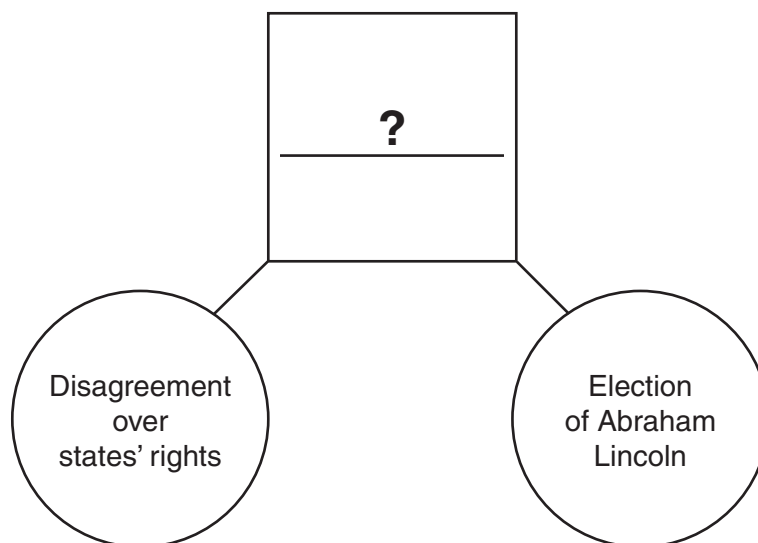
**UH2.8.5.5 Recognize consequences of the westward expansion of the United States.**

**45** What was one effect of westward expansion in the United States?

- A** The population increased east of the Appalachian Mountains.
- B** Groups of Native Americans were forced onto reservations.
- C** The economy of the Northeast changed from industrial to agricultural.

*Go On ►*

**46** Study the diagram.



Which statement best replaces the question mark?

- F** Causes for the Civil War
- G** Effects of secession
- H** Causes for westward expansion

**Reporting Category:**

**5 US History Period 2 (1801-1900)**

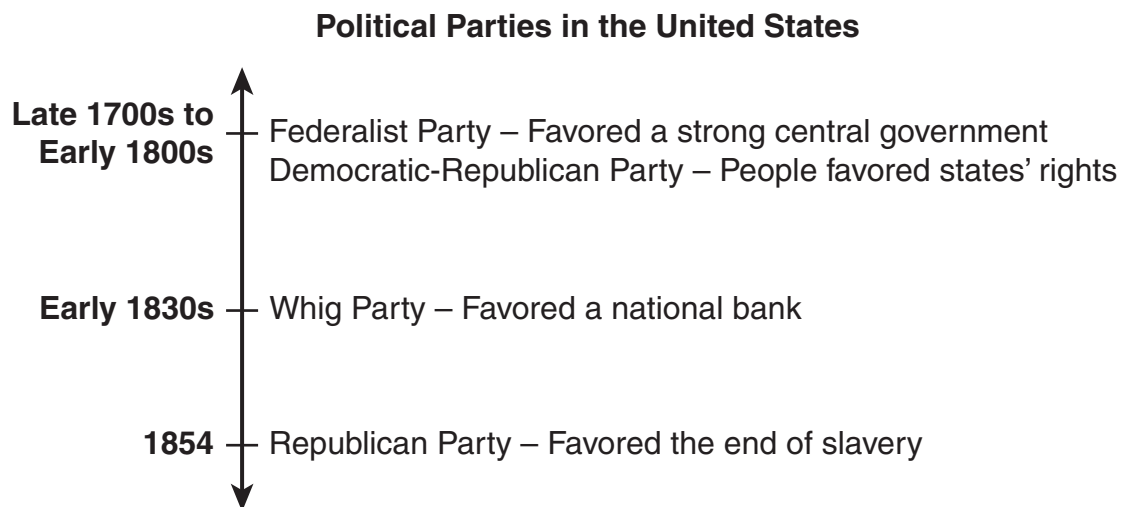
**Performance Indicator:**

**UH2.8.5.8 Determine the social, political, and economic factors that contribute to the institution of slavery in America.**

**47** Which statement describes an economic factor that contributed to the growth of slavery during the early 1800s?

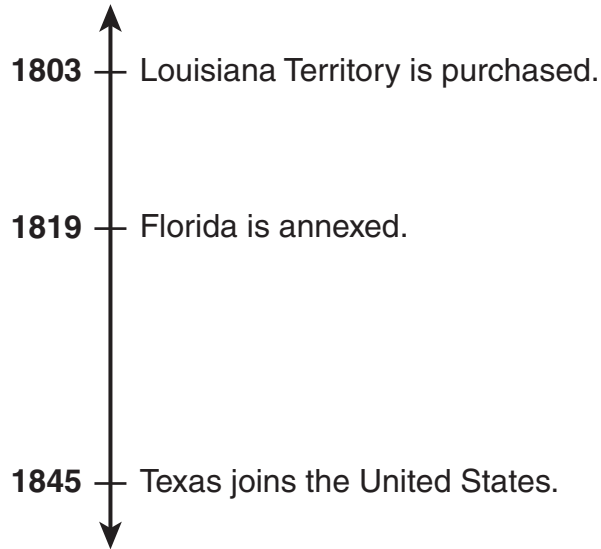
- A** the expansion of the shipbuilding industry in Pennsylvania
- B** the demand for cotton by textile mills in New England states
- C** the closing of the Second Bank of the United States

*Go On ►*

**48** Study the timeline.

Which factor had the greatest influence on the formation of these political parties?

- F** the attempt to establish a powerful military
- G** the need to protect jobs from foreign immigrants
- H** the desire to represent current views

**49** Study the timeline.**Territorial Growth of the United States, 1803 – 1845**

Which trend in United States history is reflected by these events?

- A** growth of voting rights
- B** increased restrictions on immigration
- C** expansion of geographic boundaries

*Go On ►*

**50** Study the excerpt.

The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the [Native Americans] of the South and West by a fair exchange . . .

— President Andrew Jackson, 1830

**Why did President Andrew Jackson want to move Native Americans to new lands?**

- F** to provide job opportunities for Native Americans
- G** to make peace between Native American tribes
- H** to provide white settlers access to Native American territories

**Reporting Category:**

**5 US History Period 2 (1801-1900)**

**Performance Indicator:**

**UH2.8.5.13 Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).**

**51** Which demographic change occurred as a result of the growth of railroads during the mid-1800s?

- A** Fewer Italian Americans settled in urban areas.
- B** More citizens migrated to western cities.
- C** African Americans moved to northern cities for employment.

*Go On ►*

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.5.14 Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.

**52** Study the diagram.

**Leaders of the American Revolution**

<b>Leader</b>	<b>Accomplishment</b>
George Washington	Commander of the Continental army
Thomas Jefferson	_____?

Which accomplishment best completes the diagram?

- F** Protested the British Tea Act at Boston Harbor
- G** Drafted the Declaration of Independence
- H** Led forces at the Battle of Yorktown



**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.6.1 Identify the impact of individual and group decisions on historical events.

**53** Which effect did the outcome of the 1860 presidential election have on the United States?

- A** Southern states seceded from the Union.
- B** Tennessee established a representative government.
- C** Western territories entered the Union as slave states.

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.6.2 Recognize the impact groups have on change at the local, state, national, and world levels.

**54** Study the excerpt.

[W]oman is man's equal, was intended to be so by the Creator . . . it is the duty of the women of this country to secure to themselves their sacred right to the elective [process].

— Seneca Falls Convention, 1848

**How did participants at this convention attempt to change society?**

- F** by granting women the right to vote
- G** by limiting the ability of women to be employed
- H** by discouraging the attendance of women to college

*Go On ►*

**Reporting Category:** 5 US History Period 2 (1801-1900)

**Performance Indicator:** UH2.8.6.3 Recognize examples of stereotyping, prejudice, conformity, altruism in early American history.

**55** Study the act.

### Passage from the Alien and Sedition Act of 1798

That if any persons shall unlawfully [plan] . . . to oppose any measure or measures of the government of the United States . . . he or they shall be [considered] guilty of a high [crime] and . . . shall be punished by a fine . . . and by imprisonment.

Which phrase explains the main purpose of this act?

- A** to punish people who opposed the federal government
- B** to reduce the power of the legislative branch
- C** to limit the authority of the judicial system

**STOP** 

# Reading/Language Arts Answer Key

1	B
2	H
3	C
4	G
5	C
6	G
7	B
8	F
9	B
10	H
11	C
12	H
13	B
14	G
15	A
16	H
17	B
18	H
19	B
20	H
21	C
22	F
23	C

24	F
25	B
26	H
27	A
28	G
29	C
30	F
31	B
32	F
33	C
34	F
35	A
36	F
37	B
38	G
39	B
40	F
41	C
42	H
43	B
44	F
45	A
46	H

47	C
48	G
49	C
50	G
51	C
52	G
53	C
54	G
55	A
56	F
57	C
58	G
59	C
60	F
61	B
62	H
63	A
64	G
65	C
66	G
67	A
68	G
69	A

70	H
71	B
72	F
73	C
74	F
75	C
76	H
77	A
78	G
79	B
80	H
81	A
82	H
83	A
84	F
85	B
86	G
87	B
88	H
89	A
90	H

# Mathematics

## Answer Key

1	C
2	G
3	B
4	F
5	A

6	F
7	C
8	G
9	A
10	H

11	C
12	F
13	A
14	G
15	B

16	H
17	A
18	G
19	A
20	H

## Science Answer Key

1	A
2	H
3	C
4	F
5	C
6	F
7	C
8	G
9	B

10	H
11	C
12	H
13	C
14	G
15	B
16	F
17	B
18	F

19	A
20	H
21	B
22	H
23	A
24	G
25	B
26	H
27	A

28	F
29	B
30	G
31	A
32	F
33	C
34	H
35	B

## Social Studies Answer Key

1	A
2	F
3	A
4	G
5	B
6	F
7	C
8	H
9	B
10	H
11	C
12	H
13	A
14	G

15	C
16	G
17	C
18	G
19	B
20	F
21	C
22	F
23	A
24	G
25	B
26	F
27	B
28	G

29	C
30	H
31	A
32	H
33	A
34	F
35	C
36	F
37	C
38	G
39	C
40	G
41	C
42	H

43	B
44	G
45	B
46	F
47	B
48	H
49	C
50	H
51	B
52	G
53	A
54	F
55	A



# Tennessee Comprehensive Assessment Program

## Modified Academic Achievement Standards ~ Grade 8

### Item Sampler

### Version B